



ROYAL CANADIAN AIR CADETS

PROFICIENCY LEVEL ONE QUALIFICATION STANDARD AND PLAN

(ENGLISH)

Cette publication est disponible en français sous le numéro A-CR-CCP-801/PG-002.

Issued on Authority of the Chief of the Defence Staff

Canada



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Contact Officer: D Cdts 3-2-6 – Air Cadet Program Development Staff Officer

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FOREWORD AND PREFACE

1. **Issuing Authority.** This Qualification Standard and Plan (QSP) A-CR-CCP-801/PG-001 was developed under the authority of the Director Cadets and Junior Canadian Rangers (D Cdts & JCR) in accordance with Cadet Administrative and Training Order (CATO) 11-03, *Cadet Program Mandate*, CATO 11-04, *Cadet Program Outline* and CATO 51-01, *Air Cadet Program Outline*, and is issued on the authority of the Chief of Defence Staff.
2. **Development.** Development of this QSP was in accordance with the performance-oriented concept of training outlined in the A-P9-050 Series, *Canadian Forces Individual Training and Education System*, with modifications to meet the needs of the Canadian Cadet Organization (CCO).
3. **Purpose of the QSP.** The QSP is to be used by Royal Canadian Air Cadet Squadrons to conduct the Proficiency Level One Training Program, as outlined in CATO 11-04, *Cadet Program Outline* and CATO 51-01, *Air Cadet Program Outline*.
4. **Suggested Changes.** Suggested changes to this document shall be forwarded through the normal chain of command to National Defence Headquarters (NDHQ) Attention: Air Cadet Program Development Staff Officer (D Cdts 3-2-6) or by e-mail to air.dev@cadets.gc.ca. Suggested changes shall be in tabular format with three columns to capture; the page number, the paragraph / sub-paragraph number and suggested text amendment.

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CHAPTER 1

GENERAL

AIMS

1. The aim of the CP is to develop in youth the attributes of good citizenship and leadership, promote physical fitness and stimulate the interest of youth in the sea, land and air activities of the Canadian Forces (CF).
2. The aim of Proficiency Level One is to provide an Air Cadet with the introductory knowledge and practical experience required to participate in squadron activities as a member of a team.

PROGRAM MISSION AND PARTICIPANT OUTCOMES

3. The mission of the Cadet Program is to contribute to the development and preparation of youth for the transition from adolescence to adulthood, enabling cadets to meet the challenges of modern society, through a dynamic, community-based program.
4. Cadet Program Participant Outcomes are the benefits for the cadet during and / or after their involvement with the program that relate to knowledge, skills, attitudes, values, behaviour, condition and status. The five outcomes of the Cadet Program are:
 - a. emotional and physical well-being;
 - b. social competence;
 - c. cognitive competence;
 - d. proactive citizenship; and
 - e. understanding the CF.
5. The program mission and participant outcomes are explained in greater detail in CATO 11-03, *Cadet Program Mandate*.

OUTLINE OF TRAINING

6. The Proficiency Level Program is a directed program carried out at the squadron focused on giving all cadets instruction and opportunities to develop knowledge and skills in a variety of subject areas while introducing them to specialized activities. This program is divided into five levels of training. Normally a cadet will only attempt one level in a given training year.
7. Each proficiency level is composed of performance objectives (POs) subdivided into enabling objectives (EOs).

PROGRAM DESIGN

8. The Proficiency Level One Program has been designed:
 - a. assuming that the majority of first year cadets are between 12 and 14 years of age;
 - b. using age-appropriate learning strategies;
 - c. using 30 minutes as a standard period of instruction;
 - d. by providing a programming mix consisting of fixed mandatory and flexible complementary training;

- e. to include training which is experiential and skill-based, with a lesser focus on theoretical knowledge; and
- f. assuming that learning will take place through a combination of programmed periods of instruction, unstructured discussions, teachable moments, and coaching / mentoring opportunities.

PERFORMANCE OBJECTIVES

9. The following are summaries of the POs common to all elements of the CP (allocated POs numbered 100 to 119) and the POs specific to the Proficiency Level One Program:

- a. **Positive Social Relations for Youth.** PO 100 – Participate in Positive Social Relations for Youth Training
 - (1) The aim of Positive Social Relations for Youth is to prepare cadets to interact comfortably within the cadet community, interact positively with others, exercise sound judgement, accept personal responsibility for actions and choices, deal with interpersonal conflict, and see assistance from available resources when needed.
 - (2) Positive Social Relations for Youth contributes directly to the achievement of the program aim of developing in youth the attributes of good citizenship and leadership and the participant outcome of social competence.
- b. **Citizenship.** PO 101 – Perform Individual Acts That Better the Community
 - (1) The aim of Proficiency Level One Citizenship is to help cadets be good citizens by encouraging them to perform simple, individual acts in everyday life that will better the lives of others in the community and, by extension, better the community as a whole.
 - (2) Proficiency Level One Citizenship contributes directly to the achievement of the program aim of developing the attributes of good citizenship and the participant outcome of proactive citizenship.
- c. **Community Service.** PO 102 – Perform Community Service
 - (1) The aim of Proficiency Level One Community Service is to encourage cadets to become more active in their communities through participation in a community service activity as a member of a team.
 - (2) Proficiency Level One Community Service contributes directly to the achievement of the program aim of developing the attributes of good citizenship, and the participant outcome of proactive citizenship.
- d. **Leadership.** PO 103 – Participate as a Member of a Team
 - (1) The aim of Proficiency Level One Leadership is for the individual cadet to embrace the role of a follower while participating in activities as a member of a team.
 - (2) Proficiency Level One Leadership contributes directly to the achievement of the program aim of developing the attributes of leadership and the participant outcome of social competence.
- e. **Personal Fitness and Healthy Living.** PO 104 – Track Participation in Physical Activities
 - (1) The aim of Proficiency Level One Personal Fitness and Healthy Living is to is to encourage cadets to be more physically active in their daily lives.

- (2) Proficiency Level One Personal Fitness and Healthy Living contributes directly to the achievement of the program aim of promoting physical fitness, and the participant outcome of physical well-being.
- f. **Physical Activities.** PO 105 – Participate in Physical Activities
 - (1) The aim of Proficiency Level One Physical Activities is for cadets to have fun participating in physical activities.
 - (2) Proficiency Level One Physical Activities contributes directly to the achievement of the program aim of promoting physical fitness and the participant outcome of physical well-being.
- g. **Air Rifle Marksmanship.** PO 106 – Fire the Cadet Air Rifle
 - (1) The aim of Proficiency Level One Air Rifle Marksmanship is to familiarize the cadet with range operations and the firing of the cadet air rifle.
 - (2) Proficiency Level One Air Rifle Marksmanship contributes indirectly to the achievement of the program aim of developing the attributes of good citizenship and leadership through the use of competitive shooting as a network for the development of self-discipline and teamwork. It also contributes indirectly to the participant outcome of emotional and physical well being through building of self-esteem and promotion of an active lifestyle.
- h. **General Cadet Knowledge.** PO 107 – Serve in an Air Cadet Squadron
 - (1) The aim of Proficiency Level One General Cadet Knowledge is to provide cadets with information on the opportunities inherent in the Air Cadet Program, and provide them the basic skills to allow the cadet to integrate comfortably as members of the squadron.
 - (2) Proficiency Level One General Cadet Knowledge contributes directly to the achievement of the program aim of stimulating an interest in the air activities of the CF and the participant outcome of understanding the CF.
- i. **Drill and Ceremonial.** PO 108 – Participate in an Annual Ceremonial Review (ACR) Parade
 - (1) The aim of Proficiency Level One Drill and Ceremonial is to provide new cadets with the skills required to competently participate in an ACR parade.
 - (2) Proficiency Level One Drill and Ceremonial contributes directly to the achievement of the program aim of stimulating an interest in the air activities of the CF, and the participant outcome of social competence through participation in a team activity.
- j. POs 109 and 110 are not allocated.
- k. **Biathlon.** PO 111 – Participate in Recreational Summer Biathlon Activities
 - (1) The aim of Proficiency Level One Biathlon is to provide the cadet with an opportunity to enhance individual marksmanship skills and personal fitness through participation in the sport of biathlon.
 - (2) Proficiency Level One Biathlon contributes directly to the achievement of the program aim of promoting physical fitness and the participant outcome of physical well-being.
- l. POs 112 to 119 not allocated.

- m. **CF Familiarization.** PO 120 – Participate in Canadian Forces (CF) Familiarization Activities
 - (1) The aim of Proficiency Level One CF Familiarization is to introduce the cadets to CF history and traditions.
 - (2) Proficiency Level One CF Familiarization contributes directly to the achievement of the program aim of stimulating an interest in the air activities of the CF, and the participant outcome of understanding the CF.

- n. **Canadian Aviation, Aerospace, Aerodrome Operations and Aircraft Manufacturing and Maintenance Community Familiarization.** PO 121 – Participate in Canadian Aviation, Aerospace, Aerodrome Operations and Aircraft Manufacturing and Maintenance Community Familiarization Activities
 - (1) The aim of Proficiency Level One Canadian Aviation, Aerospace, Aerodrome Operations and Aircraft Manufacturing and Maintenance Community Familiarization is to give the cadets an opportunity to participate in activities within the subject communities.
 - (2) Proficiency Level One Canadian Aviation, Aerospace, Aerodrome Operations and Aircraft Manufacturing and Maintenance Community Familiarization contributes directly to the achievement of the participant outcomes of social competence, cognitive competence, and proactive citizenship.

- o. **Radio Communication.** PO 129 – Communicate Using the Phonetic Alphabet and Numbers
 - (1) The aim of Proficiency Level One Radio Communication is to have the cadets communicate effectively while undergoing training in a survival setting and during familiarization flights using the phonetic alphabets and numbers.
 - (2) Proficiency Level One Radio Communication contributes to the achievement of cognitive competence and it enhances a cadet's experience in achieving the program aim and participant outcome of CF familiarization.

- p. **Aviation.** PO 130 – Participate in Aviation Activities
 - (1) The aim of Proficiency Level One Aviation Activities is to introduce cadets to aircraft and their components and aviation history.
 - (2) Proficiency Level One Aviation Activities contribute to the achievement of the program aim of stimulating an interest in the air activities of the Canadian Forces and also to the achievement of the participant outcomes of social competence, cognitive competence and CF familiarization.

- q. **Aerospace.** PO 140 – Participate in Aerospace Activities
 - (1) The aim of Proficiency Level One Aerospace Activities is to introduce cadets to the notions of aerospace through a knowledge framework and supporting activities.
 - (2) Proficiency Level One Aerospace Activities contribute to the achievement of the participant outcomes of social competence, cognitive competence and proactive citizenship.

- r. **Aerodrome Operations.** PO 160 – Participate in Aerodrome Operations Activities
 - (1) The aim of Proficiency Level One Aerodrome Operations is to introduce the cadets to aerodrome and airside operations.
 - (2) Proficiency Level One Aerodrome Operations Activities contribute to the achievement of the program aim of stimulating an interest in the air activities of the Canadian Forces and the participant outcomes of social competence, cognitive competence, proactive citizenship, and CF familiarization.
- s. **Aircraft Manufacturing and Maintenance.** PO 170 – Discuss Aircraft Manufacturing and Maintenance
 - (1) The aim of Proficiency Level One Aircraft Manufacturing and Maintenance is to have the cadets discuss aspects of aircraft manufacturing and maintenance and tour a local aviation maintenance facility.
 - (2) Proficiency Level One aircraft manufacturing and maintenance contributes indirectly to the achievement of the program aim of stimulating an interest in the air activities of the CF and the participant outcomes of social competence, cognitive competence and proactive citizenship.
- t. **Aircrew Survival.** PO 190 – Participate in an Aircrew Survival Exercise
 - (1) The aim of Proficiency Level One aircrew survival is for the cadets to successfully sleep out-of-doors in a supervised simulated aircrew survival group activity.
 - (2) Proficiency Level One aircrew survival contributes to the achievement of all three program aims and all five participant outcomes.

METHOD OF ACHIEVING OBJECTIVES

10. The majority of Proficiency Level One POs are participatory in nature. The training activities introduce cadets to skills they acquire through practical periods of instruction and practice. In order to achieve these POs, a hands-on learning approach is essential. The following guidance may assist in the implementation of the Proficiency Level One Program:

- a. Encourage active participation in classroom lectures.
- b. Some theory is required for safety purposes and for introducing new material. However, most material can be taught using hands-on practical methods.
- c. Ensure training sessions are well organized and planned for in advance to allow instructors adequate time to prepare for the delivery and conduct of training. This includes reviewing lesson specifications and instructional guides and creating instructional materials as required.
- d. Schedule training such that the material is presented in a manner that ensures a smooth flow from one activity to the next.
- e. Take adequate time to allow cadets to reflect upon and be debriefed on training activities to ensure cadets learn about both the experience and ways it can be integrated into future training or experiences.

TRAINING PREREQUISITES

11. To participate in the Proficiency Level One Program, youths must be members of an air cadet squadron, as specified in A-CR-CCP-950/PT-001, *Queen's Regulations and Orders for the Canadian Cadet Organization*, Article 4.01.

USE OF THE QSP

12. This QSP shall be used as the primary authority governing the development, implementation, conduct and evaluation of the training and standards to qualify a cadet for Proficiency Level One. This QSP shall also be used by the D Cdts & JCR as the primary reference for validation of Proficiency Level One training.

13. The Proficiency Level One Program shall be conducted using this QSP as the training control document in conjunction with A-CR-CCP-801/PF-001, *Royal Canadian Air Cadets Proficiency Level One Instructional Guides*.

14. Any deviation from the requirements detailed in this publication due to training limitations must be approved by D Cdts 3, Senior Staff Officer Youth Programs Development, NDHQ.

CHAPTER 2

TRAINING MANAGEMENT DETAILS

RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS

1. The Managing Authority for the Air Cadet Proficiency Level Program is D Cdts & JCR. The conduct of said program is the responsibility of the Regional Cadet Support Units (RCSUs) through authorized Training Establishments (TEs). These TEs include:

- a. Royal Canadian Air Cadet Squadrons (RCAC); and
- b. Technical TEs, such as:
 - (1) Regional Cadet Air Operations (RCAOPS); and
 - (2) Other zone, detachment or regional TEs as authorized by the RCSU Commanding Officer (CO).

TRAINING DETAILS

2. In accordance with CATOs 11-04, *Cadet Program Outline* and 51-01, *Air Cadet Program Outline*, the Proficiency Level Program is conducted between 1 September and 30 June of each training year through a combination of training sessions and supported training days / weekends. The Proficiency Level Program is divided into two compulsory components that must be completed by all cadets. These components are:

- a. **Mandatory Training.** Mandatory training is a scheme of activities that is requisite for squadrons, and in some instances, specialized TEs, to conduct and for cadets to accomplish in order to complete the Proficiency Level Program; and
- b. **Complementary Training.** Complementary training is a scheme of activities that is requisite for squadrons, and in some instances specialized TEs, to conduct and for cadets to accomplish in order to complete the Proficiency Level Program. These activities complement mandatory activities and form an integral part of the Proficiency Level Program. COs have the discretion to choose activities from a range of possibilities, thus allowing them flexibility to tailor the Proficiency Level Program to match the squadron's interests and resources.

3. **Proficiency Level One Training Outline.** The distribution of mandatory and complementary training in Proficiency Level One is as follows:

- a. Mandatory Training:
 - (1) Sixty periods of instruction to be conducted during twenty training sessions (three periods per session);
 - (2) Eighteen periods of instruction to be conducted during mandatory training days (nine periods per day) for a total of two days;
 - (3) One day for a familiarization flight and aviation training;
 - (4) One day for an Air Cadet skills day; and
 - (5) One weekend (11 periods of mandatory training) for an aircrew survival (ACS) exercise.

b. Complementary Training:

- (1) Thirty periods of instruction to be conducted during training sessions (three periods per session);
- (2) Eighteen periods of instruction to be conducted during complementary training days (nine periods per day) for a total of two days; and
- (3) Choice of an additional aircrew survival exercise / Air Cadet skills day / aviation day for a total of two days or one weekend.

4. **Period Allocation.** Periods are 30 minutes in duration with some periods allocated to be delivered during a mandatory Aircrew Survival Exercise. A detailed period allocation is provided at Annex A. Total period allocation by PO is as follows:

Topic	PO No.	Performance Objective	Mandatory Periods	Specific Mandatory Training Weekends	Complementary Periods
Positive Social Relations for Youth	100	Participate in Positive Social Relations for Youth Training	6	-	-
Citizenship	101	Perform Individual Acts That Better the Community	1	-	5
Community Service	102	Perform Community Service	9	-	18
Leadership	103	Participate as a Member of a Team	4	-	3
Personal Fitness and Healthy Living	104	Track Participation in Physical Activities	3	-	5
Physical Activities	105	Participate in Physical Activities	9	-	9
Air Rifle Marksmanship	106	Fire the Cadet Air Rifle	8	-	4
General Cadet Knowledge	107	Serve in an Air Cadet Squadron	7	-	6
Drill and Ceremonial	108	Perform Drill Movements During an Annual Ceremonial Review	14	-	9
Biathlon	111	Participate in Recreational Summer Biathlon Activities	0	-	9
Canadian Forces (CF) Familiarization	120	Participate in Canadian Forces (CF) Familiarization Activities	2	-	8
Canadian Aviation, Aerospace, Aerodrome Operations and Aircraft Manufacturing and Maintenance Community Familiarization	121	Participate in Canadian Aviation, Aerospace and Aerodrome Operations Community Familiarization Activities	1	-	8

Topic	PO No.	Performance Objective	Mandatory Periods	Specific Mandatory Training Weekends	Complementary Periods
Radio Communications	129	Communicate Using the Phonetic Alphabet and Numbers	1	-	0
Aviation	130	Participate in Aviation Activities	6	-	19
Aerospace	140	Participate in Aerospace Activities	3	-	4
Aerodrome Operations	160	Participate in Aerodrome Operations Activities	4	-	3
Aircraft Manufacturing and Maintenance	170	Discuss Aircraft Maintenance and Manufacturing	0	-	5
Aircrew Survival	190	Participate in an Aircrew Survival Exercise	3	11	12
Total			81	11	127

5. **Training Capacity.** The training capacity is limited to the ability of the squadron to meet supervision requirements in accordance with CATO 13-12, *Supervision of Cadets*, and in some cases, to established quotas.

6. **Training Staff Requirements.**

- a. Squadron Training Officer (Trg O):

RANK	MOSID	NUMBER	QUALIFICATION
Capt	00232-03	1	Minimum: Captain Qualification; or CIC Intermediate Officer Qualification Preferred: CIC Training Officer (Corps / Squadron) Qualification; and CIC Occupational Specialty Senior Instructor Qualification

- b. Proficiency Level One Course Officer (PL1 Crse O):

RANK	MOSID	NUMBER	QUALIFICATION
Lt / 2Lt	00232-03	1	Minimum: Basic Officer Qualification; or CIC Basic Military Officer Qualification and Basic Military Occupational Qualification. Preferred: Military Occupation Course (Air); or CIC Basic Military Officer Qualification (Air).

Note: This position may also be filled by an OCdt, should circumstances warrant.

c. Instructors:

RANK	MOSID	NUMBER	QUALIFICATION
Cadet FSgt and above	N/A	1 per 10 cadets	Minimum: Completion of Proficiency Level Four Program Preferred: CSTC specialties appropriate for activity requirements (eg, Survival Instructor to instruct aircrew survival PO 190).

7. **Technical Specialists.** Technical specialists possess specific specialty qualifications. The number of technical specialists required is influenced by policy documentation specific to the activity (eg, CATOs, Water Safety Orders, etc.) and by local circumstances, which will also influence the structure for instructional or training support cadre(s). It is recommended that cadet specialist instructors be used in the delivery of specialty training where practical. The technical specialists that could support the Proficiency Level One Program are:

a. Required Specialist Instructors:

- (1) Unit Cadet Conflict Management Advisor (UCCMA) to coordinate training delivery and learning reinforcement for Positive Social Relations for Youth;
- (2) Range Safety Officer (RSO) in support of POs 106 and 111; and

b. Possible Cadet Specialist Instructors:

- (1) Fitness and Sports Instructor(s) as available in support of POs 104 and 105;
- (2) Air Rifle Marksmanship Instructor(s) as available in support of POs 106 and 111;
- (3) Leadership and Ceremonial Instructor(s) as available in support of PO 108;
- (4) Advanced Aviation Instructor(s) as available in support of POs 129 and 130;
- (5) Advanced Aerospace Instructor(s) as available in support of PO 140;
- (6) Aerodrome Operations specialist(s) as available in support of PO 160;
- (7) Aircraft Manufacturing and Maintenance specialist(s) as available in support of PO 170;
- (8) Survival Instructor(s) as available in support of PO 190; and

c. guest speaker(s) as required.

8. **Resource Requirements.** RCSU COs are responsible for ensuring that required equipment and supplies are available. A detailed list of material required to conduct the training is located at Chapter 2, Annex C. Training, learning and support materials (TLSM) may be available for download from www.cadets.ca or by distribution through the RCSU.

TRAINING ADMINISTRATION

9. **Cadet Evaluation.** Details on cadet evaluation are found in Chapter 3.

10. **Reports.** The Trg O should maintain a training file on each cadet to record their progress during the training year. The training file should consist, as a minimum, of a Proficiency Level One Qualification Record (Chapter 3, Annex B). Training files are temporary documents which may be disposed of upon migration of the Proficiency Level One Qualification Record to DND 2399, *Cadet Personnel Record*.

QUALIFICATION

11. The Proficiency Level One qualification is awarded to cadets upon completion of the requirements specified in Chapter 3.

RELATED DOCUMENTS

12. This QSP is to be used in conjunction with:

- a. CATOs; and
- b. A-CR-CCP-801/PF-001 *Royal Canadian Air Cadets Proficiency Level One Instructional Guides*.

SPECIAL INSTRUCTIONS

13. **Scheduling.** When planning training, Trg Os are to be familiar with the lesson specifications found in Chapter 4. While a sample schedule is located at Chapter 2, Annex B, it does not account for the many variables squadrons face when developing annual training plans. Some things to consider when developing the annual training schedule are:

- a. the training environment required for each activity:
 - (1) some activities will require an outdoor environment which requires consideration for seasonal climate and daylight; and
 - (2) some activities will require the use of a special facility, such as a gymnasium or sports field;
- b. the availability of a technical specialist, if required to conduct the activity;
- c. the logical grouping and sequencing of EOs to take advantage of interrelationships that exist within the instructional material; and
- d. the scheduling of training during sessions relative to weekend training, eg, identifying EOs that must be delivered just prior to a training day or weekend to prepare the cadets for the event.

14. Training Days / Weekends.

- a. The planning and conduct of training days is the responsibility of the squadron. Day training shall be conducted at the squadron parade location or, where suitable facilities do not exist at the squadron parade location, within the local community.
- b. The conduct of the familiarization flight and elemental day are normally the responsibility of Technical TEs (RCAOPS). The planning of these activities is to be done in conjunction with the Area Cadet Detachment / RCSU and the applicable Technical TE (RCAOPS).
- c. In accordance with CATO 11-04, *Cadet Program Outline*, weekend training shall normally be conducted within three hundred kilometres of the squadron parade location.
- d. Where support of mandatory or complementary days / weekends is required, requests shall be forwarded to the appropriate RCSU. Refer to CATO 51-01, *Air Cadet Program Outline*, and regional orders for amplified information on support available from RCSUs.
- e. Training days and weekends shall be structured, unless otherwise specified in the individual Proficiency Level QSP, to include cadets from all levels of the Proficiency Level Program.

REFERENCES

15. A list of references used in this QSP is located at Chapter 2, Annex D.

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ANNEX A

PROFICIENCY LEVEL ONE TRAINING SUMMARY AND TIME ALLOCATION

PERIOD ALLOCATION

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd
100	Participate in Positive Social Relations for Youth Training	N/A	Sub-Module 1 — What We Expect From You as a Cadet	2
		N/A	Sub-Module 2 — What Can Happen When Behaviours Exceed or Do Not Meet Expectations	1
		N/A	Sub-Module 3 — What Harassment, Criminal Offences and Child Abuse Are and Where You Can Go for Help	1
		N/A	Sub-Module 4 — What Conflict Is and How You Can Deal With It	2
PO 100 – Total Mandatory				6
101	Perform Individual Acts That Better the Community	M101.01	Perform Individual Acts That Better the Community	1
		C101.01	Tour a Community Institution	3
		C101.02	Participate in a Presentation Given by a Community Organization	2
		PO 101 - Total Mandatory		
PO 101 - Total Complementary				5
102	Perform Community Service	M102.01	Perform Community Service	9
		C102.01	Perform Community Service	18
		PO 102 - Total Mandatory		
PO 102 - Total Complementary				18
103	Participate as a Member of a Team	M103.01	Identify the Responsibilities of a Follower in a Team	1
		M103.02	Map Personal Goals for the Training Year	1
		M103.03	Participate in Teambuilding Activities	2
		C103.01	Participate in Icebreaker Activities	1
		C103.02	Participate in Self-Introductions	1
		C103.03	Participate in Teambuilding Activities	1
		PO 103 - Total Mandatory		
PO 103 - Total Complementary				3
104	Track Participation in Physical Activities	M104.01	Describe Physical Activity and Sedentary Behaviour Guidelines	1
		M104.02	Track Participation in Physical Activities	1
		M104.03	Identify Strategies to Improve Participation in Physical Activities	1
		C104.01	Participate in the Cadet Fitness Assessment	3
		C104.02	Identify Methods to Manage Stress	1
		C104.03	Identify the Food Groups	1
		PO 104 - Total Mandatory		
PO 104 - Total Complementary				5

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd	
105	Participate in Physical Activities	M105.01	Participate in Physical Activities	9	
		C105.01	Participate in Physical Activities	9	
		PO 105 - Total Mandatory			9
		PO 105 - Total Complementary			9
106	Fire the Cadet Air Rifle	M106.01	Identify the Parts and Characteristics of the Daisy 853C Air Rifle	1	
		M106.02	Carry out Safety Precautions on the Cadet Air Rifle	1	
		M106.03	Apply Basic Marksmanship Techniques	2	
		M106.04	Follow Rules and Commands on an Air Rifle Range	1	
		M106.05	Participate in Marksmanship Familiarization Using the Cadet Air Rifle	3	
		C106.01	Participate in a Recreational Marksmanship Activity	3	
		C106.02	Clean and Store the Cadet Air Rifle	1	
		PO 106 - Total Mandatory			8
PO 106 - Total Complementary			4		
107	Serve in an Air Cadet Squadron	M107.01	Discuss Year One Training	1	
		M107.02	Identify Air Cadet and RCAF Officer Ranks	1	
		M107.03	Observe Rules and Procedures for the Paying of Compliments	1	
		M107.04	State the Aim and Motto of the Air Cadet Program	1	
		M107.05	Wear the Air Cadet Uniform	2	
		M107.06	Discuss Summer Training Opportunities	1	
		C107.01	Maintain the Air Cadet Uniform	2	
		C107.02	Identify the RCAF NCM Rank Structure	1	
		C107.03	Tour the Squadron	1	
		C107.04	Participate in an Activity about the History of the Squadron	2	
		PO 107 - Total Mandatory			7
PO 107 - Total Complementary			6		
108	Perform Drill Movements During an Annual Ceremonial Review	M108.01	Adopt the Positions of Attention, Stand at Ease, and Stand Easy	1	
		M108.02	Execute a Salute at the Halt Without Arms	1	
		M108.03	Execute Turns at the Halt	1	
		M108.04	Close to the Right and Left	1	
		M108.05	Execute Paces Forward and to the Rear	1	
		M108.06	Execute the Movements Required for a Right Dress	1	
		M108.07	Execute an Open Order and Close Order March	1	
		M108.08	March and Halt in Quick Time	1	
		M108.09	Execute Marking Time, Forward, and Halting in Quick Time	1	
		M108.10	Execute a Salute on the March	1	

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd	
		M108.11	Pay Compliments with a Squad on the March	1	
		M108.12	Perform Drill Movements During an Annual Ceremonial Review	3	
		C108.01	Execute Supplementary Drill Movements	6	
		C108.02	Participate in a Drill Competition	3	
		PO 108 - Total Mandatory			14
		PO 108 - Total Complementary			9
111	Participate in Recreational Summer Biathlon Activities	C111.01	Participate in a Biathlon Briefing	1	
		C111.02	Run Wind Sprints	1	
		C111.03	Simulate Firing the Cadet Air Rifle Following Physical Activity	1	
		C111.04	Participate in a Recreational Summer Biathlon Activity	6	
		PO 111 – Total Complementary			9
120	Participate in Canadian Forces (CF) Familiarization Activities	M120.01	Discuss the Roles of the CF	1	
		M120.02	Discuss Opportunities in the CF	1	
		C120.01	Participate in a Presentation Given by a Member of the CF	2	
		C120.02	Tour a Local CF Installation / Unit	3	
		C120.03	Contact a CF Member on Deployment	3	
		PO 120 - Total Mandatory			2
PO 120 - Total Complementary			8		
121	Participate in Canadian Aviation, Aerospace, Aerodrome Operations and Aircraft Manufacturing and Maintenance Community Familiarization Activities	M121.01	Discuss Aviation Opportunities	1	
		C121.01	Participate in a Presentation Given by a Member of the Canadian Aviation, Aerospace, Aerodrome Operations and Aircraft Manufacturing and Maintenance Community	8	
		PO 121 – Total Mandatory			1
PO 121 - Total Complementary			8		
129	Communicate Using the Phonetic Alphabet and Numbers	M129.01	Recite the Phonetic Alphabet and Numbers	1	
		PO 129 - Total Mandatory			1
		PO 129 - Total Complementary			0
130	Participate in Aviation Activities	M130.01	Identify Aircraft as Military, Civilian and Cadet	2	
		M130.02	Describe the Main Components of an Airplane	1	
		M130.03	Construct a Model Airplane	2	
		M130.04	Watch On Canadian Wings Video	1	
		C130.01	Participate in a Walk-Around Aircraft Inspection	1	
		C130.02	Identify International Aircraft	1	
		C130.03	Watch an <i>On Canadian Wings</i> Segment	8	
		C130.04	Tour a Local Aviation Museum	3	
		C130.05	Attend a Local Air Show	6	
		PO 130 - Total Mandatory			6
PO 130 - Total Complementary			19		
140	Participate in Aerospace Activities	M140.01	Launch a Water Rocket	3	
		C140.01	Launch a Foam Rocket	2	

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd
		C140.02	Discuss Sleep Patterns in Space	2
		PO 140 - Total Mandatory		3
		PO 140 - Total Complementary		4
160	Participate in Aerodrome Operations Activities	M160.01	Identify Major Aerodrome Components	1
		M160.02	Identify Features of a Runway	1
		M160.03	Construct a Model Aerodrome	2
		C160.01	Tour a Local Aerodrome	3
		PO 160 Total Mandatory		4
		PO 160 Total Complementary		3
170	Discuss Aircraft Maintenance and Manufacturing	C170.01	Watch How It's Made Segments	2
		C170.02	Tour a Local Aviation Maintenance Facility	3
		PO 170 Total Mandatory		0
		PO 170 Total Complementary		5
190	Participate in an Aircrew Survival Exercise	M190.01	Pack Personal Equipment for a Field Exercise	2
		M190.02	Maintain Personal Equipment and Hygiene in the Field	1
		M190.03	Observe Site Policies and Procedures	2
		M190.04	Discuss Survival Psychology	2
		M190.05	Identify Types of Shelters	1
		M190.06	Light, Maintain and Extinguish a Fire	3
		M190.07	Erect, Tear Down and Pack Tents	3
		C190.01	Participate in a Presentation Given by a Member of a Survival Organization / Search and Rescue (SAR) Community	2
		C190.02	Tie Knots and Lashings	2
		C190.03	Construct a Hootchie-Style Shelter	3
		C190.04	Collect Drinking Water in the Field	2
		C190.05	Identify Environmental Injuries	1
		C190.06	Demonstrate Respect for the Environment During an Aircrew Survival Exercise	1
		C190.07	Identify Habitats of Animals and Insects	1
		PO 190 - Total Mandatory		14
	PO 190 - Total Complementary		12	
		Total Mandatory		92
		Total Complementary		127

TRAINING DAY / WEEKEND ALLOCATION

MANDATORY

Activity	Description	Time
Mandatory Training Periods	Eighteen periods of instruction (nine per day) chosen from the mandatory EOs to be delivered during full days of training.	2 Days
Familiarization Flying and Aviation Day	Every Proficiency Level One cadet will be given an opportunity to experience a familiarization flight in an aircraft determined by RC Air Ops O. In addition to each familiarization flight, squadrons should maximize the training value of this allocated day by providing additional aviation training which includes mandatory aviation EOs.	1 Day
Air Cadet Skills Day	One day where cadets will train in and practice various skills. Training is drawn from mandatory EOs. Squadrons may consider conducting this day with other squadrons / in a competition format.	1 Day
Aircrew Survival Exercise	One weekend of mandatory support will be provided for squadrons to participate in an overnight exercise to include delivery of EO M190.03 to EO M190.07 and practical experience in support of PO 190.	1 Weekend
Total Mandatory		6 Days

COMPLEMENTARY

Activity	Description	Time
Complementary Training Periods	Eighteen periods of instruction (nine per day) chosen from the complementary EOs to be delivered during full days of training.	2 Days
PLUS COMBINATION OF TWO DAYS FROM THE FOLLOWING		
Aviation Day	One day to provide additional complementary aviation training.	1 Day

Activity	Description	Time
Air Cadet Skills Day	One day where cadets will train in and practice various skills. Training is drawn from complementary EOs. Squadrons may consider conducting this day with other squadrons / in a competition format.	1 Day
Aircrew Survival Exercise	One or two days or one weekend provided for cadet squadrons to conduct additional training that can include delivery of EO C190.01 to EO C190.07 and practical experience in support of PO 190.	1 or 2 Days or 1 Weekend
Total Complementary		4 Days

FAMILIARIZATION FLYING AND AVIATION DAY - MANDATORY

OBJECTIVE

1. The objective of the mandatory familiarization flying and aviation day is to ensure Proficiency Level One cadets are afforded the opportunity to experience a glider flight.
2. While awaiting flying during the familiarization flights, where possible, cadets should have other aviation experiences during the day.

REGULATIONS

3. Delivery of the familiarization part of the day is at the discretion of the RC Air Ops O. Through the ACO / Detachment, the RC Air Ops O will schedule the training and provide all the equipment and staff necessary for flying operations. It is the responsibility of the squadron staff to ensure adequate cadet supervision during the day including during ancillary activities and to coordinate the logistics and support requirements.
4. This QSP shall be used in conjunction with all applicable CATOs and shall be supplemented by Regional Orders / Instructions.

PLANNING

5. Before the cadets proceed on the familiarization flying and aviation day, it is recommended they receive the training in EOs M130.01 (Identify Aircraft as Military, Civilian and Cadet) and M130.02 (Identify the Main Components of an Aircraft).
6. RC Air Ops O will determine the number of cadets that will receive familiarization flights on the scheduled day.
7. Consult with ACO / Detachment staff on procedures for activity approval.
8. The squadron Trg O may have an operations order and training schedule developed for concurrent activities. Where planning is simple, at a minimum, a detailed training schedule should be produced.
9. Cadets who are qualified Advanced Aviation, Glider Pilot Scholarship, Power Pilot Scholarship and cadets undergoing Proficiency Level Five may be used for training support.

SUPPORT

10. The familiarization flying and aviation day is a supported activity and baseline guidance / explanation is provided in CATO 51-01 *Air Cadet Program Outline*.
11. Consult with ACO / Detachment staff on how that support will be provided.

SCHEDULE

12. The length of the training day and thus the number of periods available for ancillary training / activities is at the discretion of the RC Air Ops O. Through the ACO / Detachment, confirm these timings well in advance of planning.
13. Where possible, squadrons can conduct additional mandatory aviation training, to include:
 - a. M121.01 (Discuss Aviation Opportunities) – 1 period; and
 - b. M130.03 (Construct a Model Airplane) – 2 periods.

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AIR CADET SKILLS DAY – MANDATORY

OBJECTIVE

1. The objective of the mandatory Air Cadet skills day is to have the cadets learn and practice skills in an ideal setting. The skills day may be conducted in various formats that include but are not limited to:
 - a. a day of learning and practice limited to cadets in Proficiency Level One that is also social in nature;
 - b. a day of skills competition limited to cadets in Proficiency Level One;
 - c. a day of learning and practice open to cadets of all proficiency levels that is social in nature;
 - d. a day of skills and competition open to cadets of all proficiency levels;
 - e. a day of learning and practice that includes cadets from neighbouring corps and squadrons and is also social in nature;
 - f. a day of skills competition that includes cadets from neighbouring corps and squadrons; or
 - g. any combination that will be supported by the ACO / Detachment.

REGULATIONS

2. This QSP shall be used in conjunction with all applicable CATOs and shall be supplemented by Regional Orders / Instructions.

PLANNING

3. Depending on the activities selected, ensure the cadets have received the necessary preliminary instruction, eg, the Air Rifle Handling Test has been completed prior to any air rifle marksmanship activity.
4. Consult with ACO / Detachment staff on procedures for exercise approval.
5. The squadron Trg O should have an operations order and training schedule developed for use in conducting the mandatory Air Cadet skills day.
6. Cadets who hold specialty CSTC qualifications (eg, Fitness and Sports Instructor) and cadets undergoing Proficiency Level Five may be used for instruction and training support.

SUPPORT

7. The mandatory Air Cadet skills day is a supported activity and baseline guidance / explanation is provided in CATO 51-01 *Air Cadet Program Outline*.
8. Consult with ACO / Detachment staff on how that support will be provided.
9. Support may also include access to regional / pooled stores. This should be considered during exercise planning.

POSSIBLE TRAINING

10. A total of 9 periods are allocated for the mandatory Air Cadet skills day.
11. Skills-related training that is suitable for the skills day format includes, but is not limited to:

- a. M105.01 (Participate in Physical Activities) – 9 periods;
- b. PO 106 (Fire the Cadet Air Rifle) (mandatory periods) – 8 periods;
- c. M107.05 (Wear the Air Cadet Uniform) – 2 periods;
- d. M130.03 (Construct a Model Airplane) – 2 periods;
- e. M140.01 (Launch a Water Rocket) – 3 periods; and
- f. M160.03 (Construct a Model Aerodrome) – 2 periods.

AIRCREW SURVIVAL EXERCISE – MANDATORY WEEKEND

OBJECTIVE

1. The objective of the mandatory aircrew survival exercise is to have cadets learn rudimentary survival skills as a group in an outdoor setting with an overnight experience. They should receive the training from EOs M190.03 to M190.07 during their mandatory aircrew survival exercise.

REGULATIONS

2. This QSP shall be used in conjunction with all applicable CATOs and shall be supplemented by Regional Orders / Instructions.

3. Depending on the local area exercise site, provincial, regional or municipal regulations may apply, especially concerning fire lighting and waste disposal.

PLANNING

4. Before the cadets proceed on the aircrew survival exercise, they shall have received the training in EOs M190.01 and M190.02; ensure these are scheduled accordingly.

5. Depending on the squadron size and capacity of the exercise location, squadrons may conduct the exercise with cadets from all proficiency levels attending or cadets solely from Proficiency Level One.

6. Consult with ACO / Detachment staff on procedures for exercise approval.

7. The squadron Trg O should have an operations order and training schedule developed for use in conducting the aircrew survival exercise.

8. Cadets who are qualified Survival Instructor and cadets undergoing Proficiency Level Five may be used for instruction and training support.

SUPPORT

9. The mandatory aircrew survival exercise is a supported activity and baseline guidance / explanation is provided in CATO 51-01 *Air Cadet Program Outline*.

10. Consult with ACO / Detachment staff on how that support will be provided.

11. Support may also include access to regional / pooled stores. This should be considered during exercise planning.

SAMPLE SCHEDULE

12. A total of 18 periods (9 periods per day) are allocated for the aircrew survival exercise. Squadrons are not required to use all 18 periods, however, the following EOs must be delivered during the exercise:

- a. EO M190.03 (Observe Site Policies and Procedures) - 2 periods;
- b. EO M190.04 (Discuss Survival Psychology) - 2 periods;
- c. EO M190.05 (Identify Types of Shelters)- 1 period;
- d. EO M190.06 (Light, Maintain and Extinguish a Fire) - 3 periods;

- e. EO M190.07 (Erect, Tear Down and Pack Tents) - 3 periods; and
 - f. the remaining periods shall be used at the discretion of the aircrew survival staff to have the cadets practice and apply various skills learned during the EOs.
13. Attached is a sample mandatory aircrew survival weekend exercise schedule.

SAMPLE SCHEDULE FOR AIRCREW SURVIVAL EXERCISE – MANDATORY WEEKEND

TRAINING DAYS Aircraft Survival Exercise EOs (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	EO	M190.03 Observe Site Policies and Procedures	M190.03 Observe Site Policies and Procedures	M190.05 Identify Types of Shelters	M190.07 Erect, Tear Down and Pack Tents	M190.07 Erect, Tear Down and Pack Tents	Practice	M190.06 Light Maintain and Extinguish a Fire	M190.06 Light Maintain and Extinguish a Fire	M190.06 Light Maintain and Extinguish a Fire
	Instructor									
	Location									
TRAINING DAYS Aircraft Survival Exercise EOs (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 2	EO	Practice	Practice	Practice	Practice	Practice	Practice	M190.07 Erect, Tear Down and Pack Tents	M190.04 Discuss Survival Psychology	M190.04 Discuss Survival Psychology
	Instructor									
	Location									

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AVIATION DAY - COMPLEMENTARY

OBJECTIVE

1. The objective of the complementary aviation day is to have cadets undergo complementary aviation training in an ideal setting.

REGULATIONS

2. This QSP shall be used in conjunction with all applicable CATOs and shall be supplemented by Regional Orders / Instructions.

PLANNING

3. Depending on the squadron size and capacity of the activity location, squadrons may conduct the day with cadets from all proficiency levels attending or cadets solely from Proficiency Level One.

4. Consult with ACO / Detachment staff on procedures for exercise approval.

5. The squadron Trg O should have an operations order and training schedule developed for use on the aviation day.

6. Cadets who are qualified Advanced Aviation, Glider Pilot Scholarship, Power Pilot Scholarship and cadets undergoing Proficiency Level Five may be used for instruction and training support.

SUPPORT

7. The complementary aviation day is a supported activity and baseline guidance / explanation is provided in CATO 51-01 *Air Cadet Program Outline*.

8. Consult with ACO / Detachment staff on how that support will be provided.

9. Support may also include access to regional / pooled stores. This should be considered during planning.

SAMPLE SCHEDULE

10. A total of 9 periods are allocated for the complementary aviation day. Complementary aviation training that is suitable for the aviation day includes, but is not limited to :

- a. C120.02 (Tour a Local CF Installation / Unit) – 2 periods;
- b. C121.01 (Participate in a Presentation Given by a Member of the Canadian Aviation, Aerospace, Aerodrome Operations Community, or Aircraft Manufacturing and Maintenance Community) – up to 8 periods;
- c. C130.01 (Participate in a Walk-Around Aircraft Inspection) – 1 period;
- d. C130.04 (Tour a local Aviation Museum) – 3 periods;
- e. C130.05 (Attend a Local Air Show) – 6 periods;
- f. C160.01 (Tour A Local Aerodrome) – 3 periods; and
- g. C170.02 (Tour a Local Aviation Maintenance Facility) – 3 periods.

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AIR CADET SKILLS DAY – COMPLEMENTARY

OBJECTIVE

1. The objective of the mandatory Air Cadet skills day is to have the cadets learn and practice skills in an ideal setting. The skills day may be conducted in various formats that include but are not limited to:
 - a. a day of learning and practice limited to cadets in Proficiency Level One that is also social in nature;
 - b. a day of skills competition limited to cadets in Proficiency Level One;
 - c. a day of learning and practice open to cadets of all proficiency levels that is social in nature;
 - d. a day of skills and competition open to cadets of all proficiency levels;
 - e. a day of learning and practice that includes cadets from neighbouring corps and squadrons and is also social in nature;
 - f. a day of skills competition that includes cadets from neighbouring corps and squadrons; or
 - g. any combination that will be supported by the ACO / Detachment.

REGULATIONS

2. This QSP shall be used in conjunction with all applicable CATOs and shall be supplemented by Regional Orders / Instructions.

PLANNING

3. Depending on the activities selected, ensure the cadets have received the necessary preliminary instruction, eg, the Air Rifle Handling Test has been completed prior to any air rifle marksmanship activity.
4. Consult with ACO / Detachment staff on procedures for exercise approval.
5. The squadron Trg O should have an operations order and training schedule developed for use in conducting the Air Cadet skills day.
6. Cadets who hold specialty CSTC qualifications (eg, Fitness and Sports Instructor) and cadets undergoing Proficiency Level Five may be used for instruction and training support.

SUPPORT

7. The complementary Air Cadet skills day is a supported activity and baseline guidance / explanation is provided in CATO 51-01 *Air Cadet Program Outline*.
8. Consult with ACO / Detachment staff on how that support will be provided.
9. Support may also include access to regional / pooled stores. This should be considered during exercise planning.

POSSIBLE TRAINING

10. A total of 9 periods are allocated for the complementary Air Cadet skills day. Squadrons are not required to use all 9 periods.

11. Skills-related training that is suitable for the skills day format includes, but is not limited to:
- a. M105.01 (Participate in Physical Activities) – 9 periods;
 - b. PO 106 (Fire the Cadet Air Rifle) (mandatory periods) – 8 periods;
 - c. M107.05 (Wear the Air Cadet Uniform) – 2 periods;
 - d. M130.03 (Construct a Model Airplane) – 2 periods;
 - e. M140.01 (Launch a Water Rocket) – 3 periods; and
 - f. M160.03 (Construct a Model Aerodrome) – 2 periods.

AIRCREW SURVIVAL EXERCISE – COMPLEMENTARY WEEKEND

OBJECTIVE

1. The objective of the complementary aircrew survival exercise is to have cadets learn rudimentary survival skills as a group in an outdoor setting with an overnight experience. They should receive the training selected from EOs C190.01 to C190.07 during their complementary aircrew survival exercise.

REGULATIONS

2. This QSP shall be used in conjunction with all applicable CATOs and shall be supplemented by Regional Orders / Instructions.

3. Depending on the local area exercise site, provincial, regional or municipal regulations may apply, especially concerning fire lighting and waste disposal.

PLANNING

4. Before the cadets proceed on the complementary aircrew survival exercise, cadets should already have spent one full weekend undergoing training as part of EOs M190.02 to M190.07.

5. If a significant period of time has lapsed between exercises, cadets could benefit from a refresher of the training initially received in EOs M190.01 and M190.02.

6. Additionally, if weather impacted delivery of the mandatory aircrew survival exercise weekend, training may be refreshed / skills practiced during the complementary aircrew survival exercise.

7. Depending on the squadron size and capacity of the exercise location, squadrons may conduct the exercise with cadets from all proficiency levels attending or cadets solely from Proficiency Level One.

8. Consult with ACO / Detachment staff on procedures for exercise approval.

9. The squadron Trg O should have an operations order and training schedule developed for use in conducting the aircrew survival exercise.

10. Cadets who are qualified Survival Instructor and cadets undergoing Proficiency Level Five may be used for instruction and training support.

SUPPORT

11. The complementary aircrew survival exercise is a supported activity and baseline guidance / explanation is provided in CATO 51-01 *Air Cadet Program Outline*.

12. Consult with ACO / Detachment staff on how that support will be provided.

13. Support may also include access to regional / pooled stores. This should be considered during exercise planning.

SAMPLE SCHEDULE

14. A total of 18 periods (9 periods per day) are allocated for the aircrew survival exercise. Squadrons are not required to use all 18 periods and squadron staff may select complementary training from :
- a. C190.01 (Participate in a Presentation Given by a Member of a Survival Organization / Search and Rescue [SAR] Community) – 2 periods;
 - b. C190.02 (Tie Knots and Lashings) – 2 periods;
 - c. C190.03 (Construct a Hootchie-Style Shelter) – 3 periods;
 - d. C190.04 (Collect Drinking Water in the Field) – 2 periods;
 - e. C190.05 (Identify Environmental Injuries) – 1 period;
 - f. C190.06 (Respect the Environment in the Field) – 1 period; and
 - g. C190.07 (Identify Habitats of Animals and Insects) – 1 period.
15. Attached is a sample complementary aircrew survival weekend exercise schedule.

SAMPLE SCHEDULE FOR AIRCREW SURVIVAL EXERCISE - COMPLEMENTARY

TRAINING DAYS Aircrew Survival Day EOs, (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	EO	C190.02 Tie Knots and Lashings	C190.02 Tie Knots and Lashings	C190.03 Construct a Hootchie- Style Shelter	C190.03 Construct a Hootchie- Style Shelter	C190.03 Construct a Hootchie- Style Shelter	C190.04 Collect Drinking Water in the Field	C190.04 Collect Drinking Water in the Field	C190.06 Respect the Environment in the Field	C190.08 Identify Habitats of Animals and Insects
	Instructor									
	Location									

TRAINING DAYS Aircrew Survival Day EOs, (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 2	EO	C190.02 Tie Knots and Lashings	C190.02 Tie Knots and Lashings	C190.03 Construct a Hootchie- Style Shelter	C190.03 Construct a Hootchie- Style Shelter	C190.03 Construct a Hootchie- Style Shelter	C190.04 Collect Drinking Water in the Field	C190.04 Collect Drinking Water in the Field	C190.06 Respect the Environment in the Field	C190.08 Identify Habitats of Animals and Insects
	Instructor									
	Location									

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ANNEX B
SAMPLE TRAINING SCHEDULE

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 1	EO	C103.01	C103.02	C107.03
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD
Session 2	EO	M107.02	M108.01	M103.01
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD
Session 3	EO	M129.01	M130.02	M108.02
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD
Session 4	EO	PO 100	PO 100	PO 100
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD
Session 5	EO	M190.01	M190.01	M190.02
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD
Session 6	EO	M108.03	M107.01	M103.02
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD
Session 7	EO	M107.03	M108.04	M108.05
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD
Session 8	EO	PO 100	PO 100	PO 100
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD
Session 9	EO	M108.06	M107.05	M107.05
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD
Session 10	EO	M120.01	M108.07	M104.01
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD
Session 11	EO	M108.08	M101.01	M104.02
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD
Session 12	EO	M103.03	M103.03	M107.04
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 13 Session 14 Session 15 Session 16 Session 17 Session 18 Session 19 Session 20 Session 21 Session 22 Session 23	EO	M105.01	M105.01	M105.01
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD
	EO	M160.01	C107.01	C107.01
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD
	EO	M107.06	M108.09	M130.04
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD
	EO	M104.03	M130.03	M130.03
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD
	EO	M160.02	M160.03	M160.03
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD
	EO	C107.02	M108.10	M108.11
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD
	EO	C170.02	C170.02	C170.02
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD
	EO	C121.01	C121.01	C104.02
	Instructor	TBA	TBA	TBA
Location	TBD	TBD	TBD	
EO	C120.03	C120.03	C120.03	
Instructor	TBA	TBA	TBA	
Location	TBD	TBD	TBD	
EO	M105.01	M105.01	M105.01	
Instructor	TBA	TBA	TBA	
Location	TBD	TBD	TBD	
EO	C108.01	C108.01	C130.02	
Instructor	TBA	TBA	TBA	
Location	TBD	TBD	TBD	

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 24	EO	C108.02	C108.02	C108.02
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD
Session 25	EO	C140.02	C140.02	M120.02
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD
Session 26	EO	M121.01	C107.04	C107.04
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD
Session 27	EO	M140.01	M140.01	M140.01
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD
Session 28	EO	M105.01	M105.01	M105.01
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD
Session 29	EO	C108.01	C108.01	C108.01
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD
Session 30	EO	M108.12	M108.12	M108.12
	Instructor	TBA	TBA	TBA
	Location	TBD	TBD	TBD

TRAINING DAYS Mandatory EOs (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	EO	M106.01	M106.02	M106.03	M106.03	M106.04	M106.05	M106.05	M106.05	C106.02
	Instructor	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA
	Location	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Day 2	EO	M102.01	M102.01	M102.01	M102.01	M102.01	M102.01	M102.01	M102.01	M102.01
	Instructor	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA
	Location	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

TRAINING DAYS Complementary EOs (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	EO	C105.01	C105.01	C105.01	C105.01	C105.01	C105.01	C105.01	C105.01	C105.01
	Instructor	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA
	Location	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Day 2	EO	C111.01	C111.02	C111.03	C100.04	C100.04	C100.04	C100.04	C100.04	C100.04
	Instructor	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA
	Location	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

ANNEX C
RESOURCE REQUIREMENTS

Notes:

Actual sports equipment required will be dependent upon the sports chosen by the squadron.

Quantities are based on a group of 30 cadets.

Mandatory Training

<u>Item</u>	<u>Quantity</u>	<u>PO/EO</u>
DVD Player	1	100/101/ 105/107
Television	1	100/101/ 105/107
Projector	1	100
First Aid Kit	1	105
Insect Repellent - Bottle	1	105
Physical Activities - Pilates - DVD - <i>Pilates for Beginners With Kristin McGee</i> . Kristen McGee, Pilates Master Instructor. 2009.	1	105
Physical Activities - Active Games - Pool Noodle	2	105
Physical Activities - Active Games - Rubber Chicken	1	105
Physical Activities - Aerobics - Aerobic Step	30	105
Physical Activities - Aerobics - DVD - <i>Cardio Explosion</i> . Billy Banks, Certified Tae Bo Instructor. 2010.	1	105
Physical Activities - Aerobics - DVD - <i>Jazzercise Core: Target & Tone Muscle, Fat Burning, Strength Building</i> . Judi Sheppard Missett, Certified Jazzercise Instructor. 2009.	1	105
Physical Activities - Aerobics - DVD - <i>Jazzercise: Live</i> . Judi Sheppard Missett, Certified Jazzercise Instructor. 2008	1	105
Physical Activities - Aerobics - DVD - <i>This is Tae Bo</i> . Billy Banks, Certified Tae Bo Instructor. 2010.	1	105
Physical Activities - Balance Ball Exercises - Balance Ball	30	105
Physical Activities - Balance Ball Exercises - DVD - <i>The Firm: Core Stability Ball</i> . Allie DelRio Pointer, Firm Master Instructor. 2006.	1	105
Physical Activities - Balance Ball Exercises - DVD - <i>Winsor Pilates Ball Workout</i> . Mari Winsor, Certified Pilates Instructor. 2005.	1	105
Physical Activities - Instructor-Led Dance - DVD - <i>Dance and be Fit: Latin Groove</i> . Desiree Bartlett, Certified Fitness Instructor. 2008.	1	105
Physical Activities - Instructor-Led Dance - DVD - <i>Dance off the Inches: Country Line Dance</i> . Amy Blackburn, Certified Fitness Instructor. 2008.	1	105
Physical Activities - Instructor-Led Dance - DVD - <i>Dance off the Inches: Dance it off Ballroom</i> . Kristina Milova, Certified Fitness Instructor. 2008.	1	105
Physical Activities - Instructor-Led Dance - DVD - <i>Dance off the Inches: Hip Hop Party</i> . Jennifer Galardi, Certified Fitness Instructor. 2007.	1	105
Physical Activities - Martial Arts - DVD - <i>Crunch: Super-Charged Kickbox Party</i> . Jeanette Jenkins, Certified by the Thai Boxing Association of Canada. 2007.	1	105
Physical Activities - Mat - Gym	30	105

Item	Quantity	PO/EO
Physical Activities - Orienteering - Control Marker	10	105
Physical Activities - Orienteering - Hand-Held Radios	6	105
Physical Activities - Orienteering - Magnetic Compass	15	105
Physical Activities - Orienteering - Map (Local Operating Area) - Scale Between 1: 5000 and 1 : 20000	15	105
Physical Activities - Orienteering - Punch	10	105
Physical Activities - Orienteering - Scorecard	15	105
Physical Activities - Orienteering - String / Twine Roll	1	105
Physical Activities - Orienteering - Whistle	30	105
Physical Activities - Pilates - DVD - <i>Crunch: Pick Your Spot Pilates</i> . Ellen Barret, Certified Pilates and Fitness Instructor. 2002.	1	105
Physical Activities - Resistance Exercises Using Bands - DVD - <i>Paul Katami's A.S.A.P. Band Camp</i> . Paul Katami, Certified Fitness Instructor. 2009.	1	105
Physical Activities - Resistance Exercises Using Bands - DVD - <i>The Firm: Pilates Band</i> . Alison Davis-McLain, Certified Group Fitness Instructor. 2006.	1	105
Physical Activities - Resistance Exercises Using Bands - Resistance Bands (Heavy)	15	105
Physical Activities - Resistance Exercises Using Bands - Resistance Bands (Light)	15	105
Physical Activities - Resistance Exercises Using Bands - Resistance Bands (Medium)	15	105
Physical Activities - Skipping Rope - Skipping Ropes	30	105
Physical Activities - Snowshoeing – Snowshoes - Pair	30	105
Physical Activities - Snowshoeing - Telescoping Trekking Poles - Pair	30	105
Physical Activities - Sports - Baseball	3	105
Physical Activities - Sports - Baseball Base	4	105
Physical Activities - Sports - Baseball Bat	2	105
Physical Activities - Sports - Baseball Glove - Left Handed	8	105
Physical Activities - Sports - Baseball Glove - Right Handed	4	105
Physical Activities - Sports - Basketball	2	105
Physical Activities - Sports - Batter's Helmet	2	105
Physical Activities - Sports - Field Crosse	24	105
Physical Activities - Sports - Floor Hockey Ball	2	105
Physical Activities - Sports - Floor Hockey Goalie Equipment – Set	2	105
Physical Activities - Sports - Floor Hockey Goalie Stick	2	105
Physical Activities - Sports - Floor Hockey Net	2	105
Physical Activities - Sports - Floor Hockey Stick	12	105
Physical Activities - Sports - Football	2	105
Physical Activities - Sports - Goalkeeper's Crosse	2	105
Physical Activities - Sports - Goalkeeper's Face Mask (Lacrosse)	2	105
Physical Activities - Sports - Goalkeeper's Face Mask (Ringette)	2	105
Physical Activities - Sports - Goalkeeper's Helmet (Lacrosse)	2	105
Physical Activities - Sports - Goalkeeper's Stick (Ringette)	2	105
Physical Activities - Sports - Goalkeeper's Throat and Chest Protector (Lacrosse)	2	105

Item	Quantity	PO/EO
Physical Activities - Sports - Lacrosse Ball	2	105
Physical Activities - Sports - Lacrosse Net	2	105
Physical Activities - Sports - Mouthguard	30	105
Physical Activities - Sports - Plastic Disk (Frisbee)	2	105
Physical Activities - Sports - Pylon - Safety 18"	8	105
Physical Activities - Sports - Ringette Net	2	105
Physical Activities - Sports - Ringette Stick	30	105
Physical Activities - Sports - Rubber Ring (Ringette)	2	105
Physical Activities - Sports - Soccer Ball	2	105
Physical Activities - Sports - Soccer Net	2	105
Physical Activities - Sports - Softball	3	105
Physical Activities - Sports - Touch Football Flag	18	105
Physical Activities - Sports - Volleyball	2	105
Physical Activities - Sports - Volleyball Net	1	105
Physical Activities - Sports - Whistle	1	105
Physical Activities - Stopwatch	1	105
Physical Activities - Swimming - DVD - <i>Aqua Combo Splash</i> . Karen Westfall, Aqua Fitness Expert.	1	105
Physical Activities - Tabloids - Bean Bag	30	105
Physical Activities - Tabloids - Hoola Hoop	30	105
Physical Activities - Tai Chi - DVD - <i>Element: Tai Chi for Beginners</i> . Samuel Barnes, Certified Tai Chi Instructor. 2008.	1	105
Physical Activities - Weighted Ball Exercises - DVD - <i>Patrick Goudreau's Play Ball</i> . Patrick Goudrea, National Academy of Sport Medicine Certified Trainer. 2008.	1	105
Physical Activities - Weighted Ball Exercises - Medicine Ball	30	105
Physical Activities - Weighted Bar Exercises - DVD - <i>Body Bar: Deep Definition</i> . Rob Glick, Bachelor of Science in Exercise Science. 2003.	1	105
Physical Activities - Weighted Bar Exercises - Weighted Bar	30	105
Physical Activities - Yoga - DVD - <i>Element: AM & PM Yoga for Beginners</i> . Elena Brower, Certified Yoga Instructor. 2008.	1	105
Physical Activities - Yoga - DVD - <i>Element: Yoga for Beginners</i> . Elena Brower, Certified Yoga Instructor. 2007.	1	105
Physical Activities - Yoga - DVD - <i>Rodney Yee's Yoga for Beginners</i> . Colleen Saidman & Rodney Yee, Certified Yoga Instructors. 2009.	1	105
Physical Activities - Yoga - Yoga Mat	30	105
Sunscreen - SPF 30 (minimum)	1	105
Cadet Air Rifle - Five-shot clip	45	106
Cadet Air Rifle - Rifle	15	106
Cadet Air Rifle - Safety Rod	15	106
Cadet Air Rifle - Single Pellet Adaptor	15	106
Marksmanship mats	15	106
Pellets - .177 calibre Air Rifle (250 Pack)	6	106
Pellets - .177 calibre Cleaning Pellets (80 Pack)	1	106
Pellet container	15	106
Safety goggles/glasses	15	106
Target - Grouping Target CCT2000GRTD	150	106

<u>Item</u>	<u>Quantity</u>	<u>PO/EO</u>
Target Frame	15	106
Air Cadet uniform (complete)	1	107
Air cadet slip-ons (full set)	5	107
RCAF officer slip-ons (full set)	5	107
On Canadian Wings DVD	1	130
TV	1	130
DVD player	1	130
Thumb tack	30	130
1" binder clip	30	130
Glue stick	15	130
Water rocket launch system	1	140
pump	1	140
2-litre plastic bottle	1	140
Modular tent	1	190
mallet	15	190
Flag tape	1	190
Candle	5	190
Matches	5	190
Glass cup	5	190
Flint and steel	5	190
Magnifying glass	5	190
Batteries	5	190
Steel wool	5	190
Saw	5	190
Fire extinguisher	5	190
Arctic tent	1	190
Civilian pattern tents	8	190
knife	1	190
Backpack / rucksack	30	190
Sleeping bag	30	190

Complementary Training

<u>Item</u>	<u>Quantity</u>	<u>PO / EO</u>
Video - Historica Minutes	1	101
Toothpicks - Package	3	103
<i>Eating Well With Canada's Food Guide</i>	30	104
Leger 20-m Shuttle Run Test CD	1	104
Measuring tape	1	104
CD player	1	104
Gym Mat	15	104
metre stick	15	104
Cadet Air Rifle - Cleaning Kit	15	106
Cadet Air Rifle - Sling	15	106
Marksmanship glove	15	106
Marksmanship hat	15	106
Marksmanship jacket	15	106

<u>Item</u>	<u>Quantity</u>	<u>PO / EO</u>
Pellets - .177 calibre Air Rifle (250 Pack)	3	106
Pellets - .177 calibre Cleaning Pellets (80 Pack)	1	106
Scoring plug	1	106
Stopwatch	17	104 / 111
Target - Grouping Target CCT2000GRTD	150	106
Air Cadet uniform (1 complete set)	1	107
Iron	10	107
Ironing board	10	107
Polishing cloth	30	107
Black boot polish	30	107
Old toothbrush	30	107
Hair elastics	30	107
Bobby pins	50	107
Hair net	15	107
Hair spray	15	107
RCAF NCM rank slip ons	4 sets, all ranks	107
Notice Board	1	111
Pellets - .177 calibre Air Rifle (250 Pack)	3	111
Safety goggles/glasses	30	111
Target - Biathlon Air Rifle Target (BART) - BT-100	15	111
Biathlon Target Frame	15	111
Aircraft	1	130
Operator's manual inspection list for the aircraft type	1	130
<i>On Canadian Wings</i> DVD	1	130
TV	1	130
DVD player	1	130
30-cm piece of polyethylene foam pipe insulation (for ½ inch pipe)	8	140
Rubber band size 64	8	140
Bristol board	8	140
7 to 8 inch cable ties	24	140
75-cm string	8	140
Scissors	15	140, 107
Meter stick	8	140
Push pin	8	140
Wash, nut or other small weight that can be attached to a string	8	140
Masking tape	8	140
<i>How It's Made</i> DVD	1	170
Biodegradable soap	1	190
Biodegradable shampoo	1	190
Plastic bags	10	190
Plastic sheets	10	190
Shovels	10	190
Pegs	300	190
Cup or bowl	10	190
Cloth (for collecting dew)	15	190
Ground sheets	15	190

<u>Item</u>	<u>Quantity</u>	<u>PO / EO</u>
Cord / rope / twine	30	190
Two three-metre lengths of 10mm braided rope	60	190
poles	30	190

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CHAPTER 3

CADET EVALUATION

PURPOSE

1. The purpose of this chapter is to outline the specific evaluation requirements for achievement of Proficiency Level One qualification.

LEARNER EVALUATION

2. A-P9-050-000/PT-Z01, Manual of Individual Training and Education, Volume 1 defines learner evaluation as, “the assessment of progress made by participants during an instructional programme (formative evaluation) and of their achievement at the end of the programme (summative evaluation).”

CADET EVALUATION DESIGN AND DEVELOPMENT

3. Cadet evaluation is designed and developed incorporating contemporary professional practices from the fields of education and youth development as well as considering best practices in use within the Canadian Cadet Organizations (CCO).

4. Cadet evaluation is designed and developed so that all cadets are capable of achieving all POs and associated EOs. To motivate cadets to learn, cadet evaluation builds on success and confidence rather than demotivating cadets with failure and defeat.

CP DEVELOPMENTAL PERIODS (DPs)

5. The CP is designed across adolescent DPs adapted to suit the CP target population. Outlined in each DP are specific philosophies and approaches to learning and assessment that influence design, development and conduct of cadet training and assessment.

6. A DP is a time frame, during a cadet’s progression through the CP, in which the cadet participates in training and is provided opportunities to develop desired knowledge, skills and attitudes that support the aim of the CP and contribute to the achievement of the CP outcomes.

7. Progressive training levels, and associated learning objectives, distinguish each DP; ensuring training is relevant, achievable and age-appropriate for the cadet population. DPs and associated training levels are designed to be completed in a sequential manner and are also fluid, which allows a cadet to progress to the next training level or DP while still working on completion of learning objectives from the previous level or DP.

8. The design and development of cadet training and evaluation is based on the basic overview of the DP characteristics located at Chapter 3, Annex A.

CADET ASSESSMENT OF LEARNING

9. The intent of Proficiency Level One cadet evaluation is to measure the extent of cadet participation in the scheduled mandatory and complementary training and make an assessment by comparing the level of participation to the minimum standard required for qualification.

ADDITIONAL ASSESSMENT OF LEARNING ACTIVITIES

10. All cadets must successfully complete the Cadet Air Rifle Handling Test, located at Annex C to this chapter, prior to participating in familiarization or recreational marksmanship activities.

11. No additional cadet evaluations (i.e. theory tests, performance checks, etc.) are to be used to determine Proficiency Level One qualification eligibility. Therefore, these national standards are not to be supplemented with regional and / or local standards.

PROFICIENCY LEVEL ONE QUALIFICATION STANDARD

12. The minimum standard for Proficiency Level One qualification is:
- a. Sixty percent attendance in all scheduled mandatory and complementary training once becoming a member of the squadron, as calculated by the cadet squadron.
 - b. Successful completion of each PO as outlined in the Proficiency Level One Qualification Record located at Chapter 3, Annex B.

CADETS NOT MEETING THE QUALIFICATION STANDARD

13. Cadets who do not meet the minimum qualification standard shall be given a reasonable opportunity to complete the training missed. If, by the end of the training year, the cadet still has not successfully attained any PO, the squadron CO may waive the minimum qualification standard. When waiving any PO requirement, the squadron CO shall consider:

- a. the legitimacy of the cadet's reason for failing to attain the PO;
- b. the cadet's mandatory and complementary training attendance; and
- c. the cadet's overall behaviour and performance.

14. Any cadet for whom a waiver has been issued will not be granted a Proficiency Level One Qualification. However, they will progress to Proficiency Level Two in the second year of their squadron membership. If a CO has decided to not grant a waiver based on attendance and / or behaviour, a cadet may be held back to repeat Proficiency Level One.

15. Cadets who have been granted a waiver of the minimum qualification standard of Proficiency Level One and have progressed to Proficiency Level Two in the second year of their squadron membership are expected to achieve the missing Proficiency Level One Qualification PO requirements. To facilitate this, cadets can concurrently receive credit for activities completed in Proficiency Level Two as part of also achieving Proficiency Level One.

RECORDING AND REPORTING ACHIEVEMENT

16. The progress of each cadet shall be reported using the Proficiency Level One Qualification Record, Annex B, which is also used to determine successful completion of the Proficiency Level One Qualification. The results shall be recorded on, and placed in, the cadet's DND 2399, Cadet Personnel Record.

PROFICIENCY LEVEL ONE CERTIFICATE OF QUALIFICATION

17. The Cadet Certificate of Qualification, CF 558 (NSN 7530-21-870-7685), shall be awarded to each cadet upon successful completion of the Proficiency Level One Qualification. Until cadets who have been waived from the minimum qualification standard have attained said standard, they shall not be granted the Cadet Certificate of Qualification.

MONITORING CADET PROGRESS

18. Cadets must meet the standard of behaviour and conduct expected from all cadets. The course officer during cadet interviews and personal counselling should adopt a proactive approach towards difficulties.

19. The course officer is encouraged to meet formally and informally with cadets throughout the training year to discuss the cadet's progress towards Proficiency Level One qualification and to provide feedback on overall performance. At a minimum, it is expected that the course officer will meet with each cadet at the end of the training year to review the completed Chapter 3, Annex B, Proficiency Level One Qualification Record. Guidelines for conducting cadet interviews are located at Chapter 3, Annex D.

20. Frequent absences from mandatory and complementary training that could result in the cadet not meeting the minimum standard, for Proficiency Level One qualification, must be addressed in accordance with CATO 15-22, Conduct and Discipline – Cadets.

TRAINING COUNSELLING SESSION

21. A training counselling session is used when a cadet is having difficulties progressing toward Proficiency Level One qualification and an intervention is required to set goals for corrective action and / or remedial instruction. These counselling sessions focus on training related issues. The Trg O is responsible for conducting training counselling sessions. Guidelines for conducting training counselling sessions are located in Chapter 3, Annex E and the Training Counselling Session Form is located at Chapter 3, Annex E, Appendix 1.

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ANNEX A
CHARACTERISTICS OF CADET PROGRAM DEVELOPMENTAL PERIODS

Developmental Period (DP)	Developmental Period 1 (DP1)		Developmental Period 2 (DP2)		Developmental Period 3 (DP3)
Ages	12 - 14		15 - 16		17 - 18
Years	Y1	Y2	Y3	Y4	Y5+
DP Overview	<i>Learning in the CP is designed around three progressive, DPs. The mental, physical, emotional, and social development of a cadet are considered in these age-appropriate DPs. The cadet develops and ultimately refines higher-level thinking skills (reasoning, reflective thinking, problem solving) as they progress through each DP.</i>				
Age-Appropriate Learning	Experience-based		Developmental		Competency
DP Description	<i>The cadet has well-developed automatic responses however, the area of the brain that processes higher-level thinking is not yet mature. Effective learning is active and interactive with lots of practical experiences.</i>		<i>The cadet starts developing higher-level thinking skills such as problem-solving skills. Effective learning is interactive and practical, allowing cadets to start making decisions within their learning process.</i>		<i>The cadet is refining higher level thinking skills. Effective learning is interactive and allows for increased individual responsibility and independent learning.</i>
Assessment Expectation	Participatory		Baseline Proficiency		Enhanced Proficiency
Assessment Purpose	<ul style="list-style-type: none"> • Stimulation and maintenance of an enhanced interest in the CP <u>NOTE:</u> Exposing the cadet to a variety of training activities and learning opportunities with the assessment expectation focused on participation will help accomplish this. • Exposure to a broad knowledge base and skill set <u>NOTE:</u> CSTC Summer 2 courses will begin to expose the cadet to some specific specialty areas, which will allow the cadet to discover possible areas of particular interest. 		<ul style="list-style-type: none"> • Development of a broad knowledge base and skill set as well as introducing reasoning proficiency • Ongoing determination and development of specific specialty areas of interest and capability • Recognition of enhanced proficiency achievement • Ongoing stimulation and maintenance of an enhanced interest in the CP 		<ul style="list-style-type: none"> • Development of an enhanced knowledge, reasoning or skill proficiency in a targeted specialty area – related to interest, capability and CP requirements • Ongoing development of the broad knowledge base and skill set as well as reasoning proficiency • Ongoing recognition of enhanced proficiency achievement • Ongoing stimulation and maintenance of an enhanced interest in the CP

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ANNEX B
PROFICIENCY LEVEL ONE QUALIFICATION RECORD

Cadet's Name: _____ Squadron: _____

POs that are evaluated as "Incomplete" or "Completed":

Topic	PO No.	Performance Statement	PO Assessment	
			Incomplete	Completed
Positive Social Relations for Youth	100	Participate in Positive Social Relations for Youth Training		
Citizenship	101	Perform Individual Acts That Better the Community		
Community Service	102	Perform Community Service		
Leadership	103	Participate as a Member of a Team		
Personal Fitness and Healthy Living	104	Track Participation in Physical Activities		
Physical Activities	105	Participate in Physical Activities		
Air Rifle Marksmanship	106	Fire the Cadet Air Rifle		
General Cadet Knowledge	107	Serve in an Air Cadet Squadron		
Drill and Ceremonial	108	Perform Drill Movements During an Annual Ceremonial Review		
CF Familiarization	120	Participate in Canadian Forces (CF) Familiarization Activities		
Canadian Aviation, Aerospace, Aerodrome Operations and Aircraft Manufacturing and Maintenance Community Familiarization	121	Participate in Canadian Aviation, Aerospace, Aerodrome Operations and Aircraft Manufacturing and Maintenance Community Familiarization Activities		
Radio Communication	129	Communicate Using the Phonetic Alphabet and Numbers		
Aviation	130	Participate in Aviation Activities		
Aerospace	140	Participate in Aerospace Activities		
Aerodrome Operations	160	Participate in Aerodrome Operations Activities		
Aircrew Survival	190	Participate in an Aircrew Survival Exercise		

Proficiency Level One Qualification Achieved	Yes		Trg Officer Signature: _____	
	No			

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ANNEX C
CADET AIR RIFLE HANDLING TEST
ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment instructions and the Cadet Air Rifle Handling Test Assessment Checklist, and become familiar with the material prior to conducting the assessment.

Photocopy the Cadet Air Rifle Handling Test Assessment Checklist for each cadet.

PRE-ASSESSMENT ASSIGNMENT

Nil.

ASSESSMENT METHOD

Performance assessment was chosen as it allows the assessor to observe the cadet's ability to handle the cadet air rifle.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this enabling check is to have the cadets complete the Cadet Air Rifle Handling Test.

RESOURCES

- Cadet air rifle,
- Pellet guide,
- Marksmanship mat,
- Safety glasses / goggles, and
- Cadet Air Rifle Handling Test Assessment Checklist.

ASSESSMENT ACTIVITY LAYOUT

Area where the rifles can be pointed in a safe direction.

ASSESSMENT ACTIVITY INSTRUCTIONS



After observing each action, make a judgement and indicate on the Assessment Checklist whether it was:

- **Incomplete.** The action was performed incorrectly or in an unsafe manner; or
- **Completed.** The action was performed correctly and in a safe manner.

Make notes of observations to provide descriptive post-assessment feedback.



This enabling check shall be conducted before cadets may fire the cadet air rifle.



When the cadet receives the cadet air rifle for the loading procedure, the cadet air rifle shall be set with the bolt open, safety catch in the ON position, and the pump lever open (5 to 8 cm).

The loading, firing and unloading and preparing for inspection procedures shall be conducted in the prone position in sequence with loading and unloading being simulated (without the use of air rifle pellets).

1. Divide the cadets into relays of no more than four cadets.
2. Conduct the Cadet Air Rifle Handling Test during dry firing with a relay.
3. Repeat Step 2 with each relay until all relays have completed the Cadet Air Rifle Handling Test.
4. Fill out the Assessment Checklist as the cadets complete the Cadet Air Rifle Handling Test.



Ensure safety precautions for operating the rifle are enforced at all times.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the cadet's overall performance on the Cadet Air Rifle Handling Test Overall Assessment table as:
 - a. **Incomplete.** The cadet has not achieved the performance standard. One or more actions were incomplete; or
 - b. **Completed.** The cadet has achieved the performance standard. All actions were complete.
2. Record notes made in the assessor's feedback section of the Cadet Air Rifle Handling Test Assessment Checklist.
3. Sign and date the Cadet Air Rifle Handling Test Assessment Checklist.
4. Attach a copy of the Cadet Air Rifle Handling Test Assessment Checklist to the cadet's training file.

PROVIDING ASSESSMENT FEEDBACK

During the feedback session, tell the cadet what they did well, where they could improve, and if applicable, what they need to complete to be successful on this enabling check.

CADET AIR RIFLE HANDLING TEST ASSESSMENT CHECKLIST

Cadet's Name: _____

Date: _____

	Incomplete The action was performed incorrectly or in an unsafe manner.	Complete The action was performed correctly and in a safe manner.
Upon the instruction to carry out Individual Safety Precautions, did the cadet:		
1. Ensure the bolt was fully open and to the rear.		
2. Ensure the safety catch was in the ON position.		
3. Ensure the pump lever was partially open (5-8 cm).		
4. Ensure the safety rod was inserted in the barrel and visible in the feed track.		
Upon the command " Relay Load, Commence Firing, " did the cadet:		
5. Ensure the safety catch was in the ON position.		
6. Pump the cadet air rifle, observing a three second pause.		
7. Simulate loading a pellet (flat end forward).		
8. Close the bolt.		
9. Place the safety catch in the OFF position.		
10. Aim the cadet air rifle at the target.		
11. Squeeze the trigger.		
12. Place the safety catch in the ON position.		
13. Open the bolt.		
14. Open the pump lever (5–8 cm).		
15. Lay down the cadet air rifle.		
Upon the command " Relay, Unload and Prepare for Inspection, " did the cadet:		
16. Remove the five pellet clip, if used.		
17. Pump the cadet air rifle, observing a three second pause.		

18. Close the bolt.		
19. Place the safety catch in the OFF position.		
20. Aim the cadet air rifle at the target.		
21. Squeeze the trigger.		
22. Open the bolt.		
23. Place the safety catch in the ON position.		
24. Open the pump lever (5–8 cm).		
25. Place the air rifle on shoulder, muzzle pointed down range.		
26. Wait to be cleared by the RSO.		
27. Lay down the cadet air rifle once cleared by the RSO.		

Assessor's Feedback:

Cadet Air Rifle Handling Test Overall Assessment			
Check One	Incomplete		Completed
Overall Performance	The cadet has not achieved the performance standard. One or more actions were incomplete.		The cadet has achieved the performance standard. All actions were complete.

Assessor's Name:	Position:
Assessor's Signature:	Date:

This form shall be reproduced locally.

ANNEX D CADET INTERVIEW GUIDELINES

PREPARATION FOR AN INITIAL INTERVIEW

PRE-INTERVIEW INSTRUCTIONS

Review the interview guidelines and the Cadet Interview Form located at Appendix 1 and become familiar with the material prior to conducting the interview.

Make copies of the training schedule and make it available to each cadet a day prior to the interview.

Schedule interviews to allow approximately 10-15 minutes per cadet.

PRE-INTERVIEW ASSIGNMENT

Inform the cadets they will be asked to discuss any proficiency level expectations and personal goals they may have for the training year.

CONDUCT OF AN INITIAL INTERVIEW

PURPOSE

The purpose of the initial interview is to get to know the cadet and help the cadet set personal goals.

RESOURCES

- Cadet interview form,
- Pen / pencil, and
- Suitable interview location.

INTERVIEW LAYOUT

Set up the interview location so that both the interviewer and cadet will be comfortable.

INTERVIEW INSTRUCTIONS



Tips for a successful interview:

- Ask questions that will provoke thought; in other words avoid questions with a yes or no answer.
- Manage time by ensuring the cadet stays 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 cadet time to respond to your questions.

1. Have the cadet enter the interview location and be seated.
2. Ask the cadet the questions in the Cadet Interview Form, located at Appendix 1. Take notes.
3. Have the cadet sign the Cadet Interview Form.

4. Sign the Cadet Interview Form.
5. Dismiss the cadet.

POST-INTERVIEW INSTRUCTIONS

Meet with the cadet throughout the training year to discuss their progress towards achieving the qualification and to revise their action plan, if necessary.

PREPARATION FOR FINAL INTERVIEW

PRE-INTERVIEW INSTRUCTIONS

Review the interview guidelines and Cadet Interview Form and become familiar with the material prior to conducting the interview.

Review the cadet's completed Qualification Record and the completed Section 1 and 2 of any Cadet Interview Forms.

Schedule interviews to allow approximately 10 - 15 minutes per cadet.

PRE-INTERVIEW ASSIGNMENT

Have the cadets review the personal goals they established at the beginning of the training year, any action plans, and come to the interview prepared to discuss their success in reaching those goals. Have the cadet think about their personal goals for the summer and following training year.

CONDUCT OF FINAL INTERVIEW

PURPOSE

The purpose of the final interview is to discuss the completed Qualification Record, the cadet's goals that were discussed during the initial interview, and new goals for the summer and following training year.

RESOURCES

- Cadet Interview Form,
- Pen / pencil, and
- Suitable interview location.

INTERVIEW LAYOUT

Set up the interview location so that both the cadet and the interviewer will be comfortable.

INTERVIEW INSTRUCTIONS



Tips for a successful interview:

- Ask questions that will provoke thought; in other words avoid questions with a yes or no answer.
- Manage time by ensuring the cadet stays 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 cadet time to respond to your questions.

1. Have the cadet enter the interview location and be seated.
2. Ask the cadet some questions in Section 3 of the Cadet Interview Form. Take notes.
3. Provide the cadet with a copy of their completed Qualification Record and discuss their learning progress towards proficiency level objectives. Where a cadet has been granted a waiver explain to the cadet what this means and what they will be required to do in the following year to meet the current qualification requirements.
4. Ask the cadet the remaining questions on the Cadet Interview Form.
5. Have the cadet sign the final interview form.
6. Sign the final interview form.
7. Dismiss the cadet.

POST-INTERVIEW INSTRUCTIONS

Ensure the CF 558, *Cadet Certificate of Qualification*, (NSN 7530-21-870-7685), is awarded to cadets who successfully complete the qualification. This should be done in a manner that highlights the cadet's achievement, eg, a graduation parade or other formal event.

Ensure the completed Qualification Record for each cadet is placed in the cadet's DND 2399, *Cadet Personnel Record*.

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ANNEX D, APPENDIX 1
CADET INTERVIEW FORM

SECTION 1 – CADET PARTICULARS		
Surname:	Name:	
Proficiency Level:	Flight:	Rank:
SECTION 2 – PERFORMANCE INTERVIEW		
CADET'S RESPONSES	OFFICER'S NOTES	
<p>1. How do you feel about your progress in the proficiency level? Are there any areas of excitement or concern you would like to highlight?</p>	<p>Note any gaps between the cadet's perception of their performance and observed performance.</p>	
<p>2. What are some areas you would like to improve during the training year? What personal goals would you like to establish for the proficiency level?</p>	<p>Work with the cadet to develop an action plan, listing the steps that will help the cadet meet both the training requirements and their personal goals.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	
Cadet's Signature:		
Level Officer's Signature:		Date:

SECTION 3 – FINAL INTERVIEW

<p>1. How did you enjoy the proficiency level?</p> <p>2. What were some of your likes and dislikes about the training activities?</p> <p>Likes:</p> <p>Dislikes:</p> <p>3. How can you apply what you have learned this training year in the future inside and outside of cadets?</p> <p>4. What are some new personal goals you will establish for your CSTC training (if applicable) or for the next training year?</p> <p>5. What training opportunities are you interested in for the next training year?</p>	<p>ADDITIONAL COMMENTS</p>
<p>Cadet's Signature:</p>	
<p>Level Officer's Signature:</p>	<p>Date:</p>

ANNEX E TRAINING COUNSELLING SESSION GUIDELINES

PREPARATION

PRE-COUNSELLING SESSION INSTRUCTIONS

Review the counselling instructions and Training Counselling Session Form and become familiar with the material prior to conducting the training counselling session.

CONDUCT OF TRAINING COUNSELLING SESSION

PURPOSE

The purpose of the Training Counselling Session is to formally meet with a cadet who is having difficulty achieving and / or maintaining qualification standards and to create an action plan to assist this cadet.

RESOURCES

- Training Counselling Session Form,
- Pen / pencil, and

COUNSELLING SESSION LAYOUT

Set up a table with chairs for the cadet, Level Officer and Training Officer.

COUNSELLING SESSION INSTRUCTIONS



Tips for a successful interview:

Ask questions that will provoke thought; in other words avoid questions with a yes or no answer.

Manage time by ensuring the cadet stays 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 cadet time to respond to your questions.

1. Have the cadet enter the counselling room and be seated.
2. Inform the cadet of the situation; the cadet is not achieving / maintaining qualification standards.
3. Determine the following:
 - a. the seriousness of the failure,
 - b. areas of difficulty,
 - c. exceptional circumstances affecting the training progress,
 - d. the behaviour of the cadet,
 - e. the effort and motivation of the cadet, and
 - f. whether or not sufficient training support was provided.

4. Create an action plan with the cadet that addresses the reasons for the failure and the action the cadet should take to be successful. Record the answers on the Training Counselling Form.



The action plan must be achievable for the cadet, address the reasons for the failure and provide the cadet with guidelines on the action they must take to be successful.

5. Brief the cadet on the consequences should no improvement be noticed.
6. Have the cadet sign the Training Counselling Form.
7. Sign the Training Counselling Form.
8. Dismiss the cadet.

POST-COUNSELLING INSTRUCTIONS

The goal of conducting training counselling is to guide a cadet towards success in the CP. Following the training counselling session the Level Officer and Training Officer shall meet with the CO to discuss the outcome of the session and any further steps required.

The CO shall contact the parent to open the lines of dialogue and include them in the action plan.

ANNEX E, APPENDIX 1
TRAINING COUNSELLING SESSION FORM

SECTION 1 – CADET PERS INFORMATION	
Surname:	Name:
Flight:	Proficiency Level:
Circumstances requiring TCS convening:	
SECTION 3 – SESSION FINDINGS	
(To include training progression to date, effort and motivation of cadet, training support provided, exceptional circumstances, etc.)	
Seriousness of failure:	
Performance in related POs:	
Previous difficulties and action taken:	
Overall level performance:	
Exceptional circumstances affecting training progress:	
Behaviour of cadet:	

SECTION 4 – SESSION RECOMMENDATIONS (ACTION PLAN)	
Cadet's Signature:	
Training Officer's Signature:	Date:
SECTION 5 – Commanding Officer Review	
<ul style="list-style-type: none">Record any discussion with parents regarding the progress of the cadet.	
Commanding Officer's Signature:	Date:

CHAPTER 4

SECTION 1

PERFORMANCE OBJECTIVES (POs) AND TRAINING PLAN

PURPOSE

1. The purpose of this chapter is to outline the specific POs associated with the Proficiency Level One qualification.

PERFORMANCE OBJECTIVES

2. POs are a description of the cadet's ability after training is complete. They include a description, in performance terms, of what the individual must do, the conditions under which the performance must be completed, and the standard to which the performance must conform. These three elements are respectively defined as:

- a. a performance statement;
- b. a conditions statement; and
- c. a standard.

3. This chapter also details the training plan that is designed to assist cadets to achieve the required POs using EOs and Lesson Specifications (LS) that are the key reference used for development of A-CR-CCP-801/PF-001, *Proficiency Level One Instructional Guides*.

ENABLING OBJECTIVES

4. EOs are a description of the cadet's ability after each unit of learning is complete and constitute a major step towards achieving the PO. EOs may correspond to the major components identified in the first round of deconstructing POs or they may result from grouping several related components. They are composed of three essential parts:

- a. a performance statement;
- b. a conditions statement; and
- c. a standard.

LESSON SPECIFICATIONS

5. LSs describe the instructional strategy to be applied to each EO, and include:

- a. supporting teaching points;
- b. references;
- c. learning activities (methods, media and environment);
- d. estimated timings;
- e. assessment directions; and
- f. any remarks that further clarify the design intent.

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PO 100

1. **Performance:** Participate in *Positive Social Relations for Youth Training*
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** IAW A-CR-CCP-915/PG-001, *Positive Social Relations for Youth Training Facilitator's Package*, the cadet will participate in Module 1—Building Positive Social Relations.
4. **Remarks:**
 - a. There are no enabling objectives for this PO.
 - b. All instruction guidance is to be taken from A-CR-CCP-915/PG-001, *Positive Social Relations for Youth Training Facilitator's Package*, the cadet will participate in Section 2—Building Positive Social Relations.

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PO 101

1. **Performance:** Perform Individual Acts That Better the Community
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will perform individual acts that better the community.
4. **Remarks:** Nil.
5. **Complementary Material:** Complementary material associated with this PO is designed to enhance the cadet's knowledge of citizenship through a number of activities:
 - a. EO C101.01 (Tour a Community Institution), and
 - b. EO C101.02 (Participate in a Presentation Given by a Community Organization).

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EO M101.01

1. **Performance:** Perform Individual Acts That Better the Community

2. **Conditions:**

a. Given:

- (1) Supervision, and
- (2) Assistance as required.

b. Denied: Nil.

c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard:** The cadet shall perform an individual act that betters the community.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Have the cadets identify characteristics of a good citizen.	In-Class Activity	10 min	C0-523
TP2	Have the cadets identify simple individual acts they can perform in everyday life that better the community, such as: <ul style="list-style-type: none"> a. opening a door for someone; b. writing a note to someone who has had a positive effect on you; c. helping someone with their homework; d. teaching a skill to others; e. sharing a snack with someone who forgot theirs; and f. donating clothes / books / money / etc. to a charity. 	In-Class Activity	15 min	C0-523 C0-524

5. **Time:**

- a. Introduction / Conclusion: 5 min
- b. In-Class Activity: 25 min
- c. Total: 30 min

6. **Substantiation:** An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest among cadets about how they can better their community.

7. **References:**

- a. C0-523 Learn to Give. (2012). *Characterizing philanthropic people*. Retrieved February 22, 2012, from <http://www.learningtogive.org/lessons/npd/6-8%20-%20NPD%20Lesson.pdf>

- b. C0-524 Corporation for National and Community Service. (2012). *Generating a list of 100 ways teens can serve their communities*. Retrieved February 22, 2012, from <http://www.nationalservicerresources.org/practices/17441>

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the training area,
- b. Pictures of famous people who have taken action to better their communities, and
- c. Self-stick notes.

9. **Learning Aids:**

- a. Self-stick notes, and
- b. Pencils / pens.

10. **Test Details:** Nil.

11. **Remarks:** Challenge the cadets to perform an individual act that betters the community within the next week.

EO C101.01

1. **Performance:** Tour a Community Institution
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Dependent upon the community service activity chosen.
3. **Standard:** The cadet shall tour a community institution to recognize its role in the community and reflect on how the institution affects them personally.
4. **Teaching Points:**
 - a. Conduct a tour briefing by describing:
 - (1) the community organization,
 - (2) the role of the organization in the community, and
 - (3) expected behaviour during the tour.
 - b. Have the tour guide:
 - (1) describe aspects of the community institution during the tour, such as:
 - (a) history,
 - (b) how citizens can become involved,
 - (c) role within the community, and
 - (d) examples of activities; and
 - (2) facilitate a question and answer period.
 - c. Have the cadets reflect on how the community institution affects them personally by participating in an activity, which may include, but is not limited to:
 - (1) discussing their experiences as a group or in pairs;
 - (2) writing a journal entry; or
 - (3) creating a visual representation of their experience.
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Field Trip:	80 min
c. Total:	90 min
6. **Substantiation:** A field trip was chosen for this lesson as it is a fun and interactive way to build on the cadets' knowledge of communities.

7. **References:** Nil.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. Examples of community institutions include:
 - (1) Museum,
 - (2) Municipal, provincial, or federal institution,
 - (3) Municipal services facility,
 - (4) Emergency services facility,
 - (5) Hospital, and
 - (6) Local food bank.
 - b. There is no instructional guide for this EO.
 - c. This EO may be conducted twice during the training year.

EO C101.02

1. **Performance:** Participate in a Presentation Given by a Community Organization
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. participate in a presentation given by a community organization that explains its role in the community;
 - b. recognize the community organization's role in the community; and
 - c. reflect on how the community organization affects them personally.
4. **Teaching Points:**
 - a. Have the cadets participate in a presentation by a community organization, to include:
 - (1) a description of aspects of the community organization, such as:
 - (a) history,
 - (b) how citizens can become involved,
 - (c) role within the community, and
 - (d) examples of activities; and
 - (2) a question and answer period.
 - b. Have the cadets reflect on how the community organization affects them personally by participating in an activity, which may include, but is not limited to:
 - (1) discussing their experiences as a group or in pairs;
 - (2) writing a journal entry; or
 - (3) creating a visual representation of their experience.
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Interactive Lecture:	50 min
c. Total:	60 min
6. **Substantiation:** An interactive lecture was chosen for this lesson as it is a fun and interactive way to build on the cadets' knowledge of communities.
7. **References:** Nil.

8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. Examples of community organizations include:
 - (1) Alzheimer Society of Canada,
 - (2) Arthritis Society of Canada,
 - (3) Big Brothers Big Sisters of Canada,
 - (4) Canadian Cancer Society,
 - (5) Canadian Red Cross,
 - (6) Children's Wish Foundation of Canada,
 - (7) Emergency services,
 - (8) Hospital,
 - (9) Lions Clubs International,
 - (10) Local environmental groups,
 - (11) Local food bank,
 - (12) Kinsmen Club,
 - (13) Kiwanis Club,
 - (14) Municipal, provincial, or federal governments,
 - (15) Museum,
 - (16) Rotary Club,
 - (17) Royal Canadian Legion, and
 - (18) United Way of Canada.
 - b. There is no instructional guide for this EO.
 - c. This EO may be conducted twice during the training year.

PO 102

1. **Performance:** Perform Community Service
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance.
 - b. Denied: Nil.
 - c. Environmental: Dependent upon the community service activity chosen.
3. **Standard:** As a member of a team, the cadet will:
 - a. conduct a personal inventory of skills, talents, and interests;
 - b. identify a community need to address;
 - c. investigate the underlying problem;
 - d. assist with the preparation and planning of community service, to include:
 - (1) collaborating with community partners;
 - (2) defining the goal of the community service;
 - (3) describing anticipated results;
 - (4) identifying how to measure the effects;
 - (5) identifying how progress will be monitored;
 - (6) defining roles and responsibilities of all involved;
 - (7) creating a timeline for all tasks; and
 - (8) identifying required resources;
 - e. perform community service that provides a direct benefit to the community;
 - f. monitor progress;
 - g. reflect on the community service, to include:
 - (1) describing what happened;
 - (2) examining the difference made;
 - (3) discussing thoughts and feelings; and
 - (4) considering activity improvements;
 - h. prepare and plan a public demonstration of their community service and the effect it has had on them and the community; and

- i. conduct their demonstration by:
 - (1) giving a public presentation;
 - (2) writing an article;
 - (3) publishing on a website or in another publication;
 - (4) creating a work of art; or
 - (5) completing another appropriate demonstration.

4. **Remarks:**

- a. The aim of this PO is for cadets to participate in meaningful community service that:
 - (1) has value, purpose, and meaning;
 - (2) uses previously learned and newly acquired skills and knowledge;
 - (3) offers unique learning experiences;
 - (4) has real consequences; and
 - (5) offers a safe environment to learn, to make mistakes, and to succeed.
- b. Youth voice is key to developing cadets as leaders. Cadets need ample opportunities to express their ideas and opinions, and to make constructive choices and see the results. Community service enables cadets to take initiative, make decisions, interact with community representatives, learn about the role of government in social issues, develop critical-thinking skills, put their ideas into action, and assess and evaluate what happened.
- c. Community service shall be conducted using the five stages of service learning, to include:
 - (1) inventory and investigation,
 - (2) preparation and planning,
 - (3) action,
 - (4) reflection, and
 - (5) demonstration.
- d. The community service activity shall not have any partisan political association or support any single religious denomination or belief system.
- e. The community service activity shall not directly benefit the squadron or the sponsor.

5. **Complementary Material:** The complementary material associated with this PO is EO C102.01 (Perform Community Service); it is designed to provide opportunities for cadets to perform community service through a number of activities.

EO M102.01

1. **Performance:** Perform Community Service
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance.
 - b. Denied: Nil.
 - c. Environmental: Dependent upon the community service activity chosen.
3. **Standard:** As a member of a team, the cadet shall:
 - a. conduct a personal inventory of skills, talents, and interests;
 - b. identify a community need to address;
 - c. investigate the underlying problem;
 - d. assist with the preparation and planning of community service, to include:
 - (1) collaborating with community partners;
 - (2) defining the goal of the community service;
 - (3) describing anticipated results;
 - (4) identifying how to measure the effects;
 - (5) identifying how progress will be monitored;
 - (6) defining roles and responsibilities of all involved;
 - (7) creating a timeline for all tasks; and
 - (8) identifying required resources;
 - e. perform community service that provides a direct benefit to the community;
 - f. monitor progress;
 - g. reflect on the community service, to include:
 - (1) describing what happened;
 - (2) examining the difference made;
 - (3) discussing thoughts and feelings; and
 - (4) considering activity improvements;
 - h. prepare and plan a public demonstration of their community service and the effect it has had on them and the community; and

- i. conduct their demonstration by:
 - (1) giving a public presentation;
 - (2) writing an article;
 - (3) publishing on a website or in another publication;
 - (4) creating a work of art; or
 - (5) completing another appropriate demonstration.

4. Teaching Points:

- a. Divide the cadets into pairs and have them complete a personal inventory by interviewing each other.
- b. Identify a community need to address.
- c. Have the cadets investigate the underlying problem.
- d. Have the cadets assist in the preparation and planning of community service, to include:
 - (1) collaborating with community partners
 - (2) defining the goal of the community service;
 - (3) describing anticipated results;
 - (4) identifying how to measure the effects;
 - (5) identifying how progress will be monitored;
 - (6) defining roles and responsibilities of all involved;
 - (7) creating a timeline for all tasks; and
 - (8) identifying required resources;
- e. Have the cadets perform community service that provides a direct benefit to the community and monitor their progress.
- f. Have the cadets reflect on the community service, to include:
 - (1) describing what happened;
 - (2) examining the difference made;
 - (3) discussing thoughts and feelings; and
 - (4) considering activity improvements.
- g. Have the cadets prepare and plan a public demonstration of their community service and the effect it has had on them and the community.
- h. Have the cadets conduct their demonstration by:
 - (1) giving a public presentation;
 - (2) writing an article;

- (3) publishing on a website or in another publication;
- (4) creating a work of art; or
- (5) completing another appropriate demonstration.

5. **Time:**

a. Introduction / Conclusion:	5 min
b. Practical Activity:	25 min
c. Subtotal:	30 min
d. Total (9 periods):	270 min

6. **Substantiation:** Practical activity was chosen for this lesson as it allows the cadets to interact with their peers while providing a service to the community.

7. **References:** C0-522 Kaye, Cathryn B. (2010). *The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum, & social action*. Minneapolis, MN: Free Spirit Publishing Inc.

8. **Training Aids:** Nil.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:**

a. The aim of this lesson is for cadets to participate in meaningful community service that:

- (1) has value, purpose, and meaning;
- (2) uses previously learned and newly acquired skills and knowledge;
- (3) offers unique learning experiences;
- (4) has real consequences; and
- (5) offers a safe environment to learn, to make mistakes, and to succeed.

b. Youth voice is key to developing cadets as leaders. Cadets need ample opportunities to express their ideas and opinions, and to make constructive choices and see the results. Community service enables cadets to take initiative, make decisions, interact with community representatives, learn about the role of government in social issues, develop critical-thinking skills, put their ideas into action, and assess and evaluate what happened.

c. Community service shall be conducted using the five stages of service learning, to include:

- (1) inventory and investigation,
- (2) preparation and planning,
- (3) action,
- (4) reflection, and
- (5) demonstration.

- d. More than one community service activity may be chosen to complete the required training time.
- e. If additional time is required to complete all five stages of service learning, periods from EO C102.01 (Perform Community Service) may be used.
- f. The community service activity shall not have any partisan political association or support any single religious denomination or belief system.
- g. The community service activity shall not directly benefit the squadron or the sponsor.

EO C102.01

1. **Performance:** Perform Community Service
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance.
 - b. Denied: Nil.
 - c. Environmental: Dependent upon the community service activity chosen.
3. **Standard:** As a member of a team, the cadet shall:
 - a. conduct a personal inventory of skills, talents, and interests;
 - b. identify a community need to address;
 - c. investigate the underlying problem;
 - d. assist with the preparation and planning of community service, to include:
 - (1) collaborating with community partners;
 - (2) defining the goal of the community service;
 - (3) describing anticipated results;
 - (4) identifying how to measure the effects;
 - (5) identifying how progress will be monitored;
 - (6) defining roles and responsibilities of all involved;
 - (7) creating a timeline for all tasks; and
 - (8) identifying required resources;
 - e. perform community service that provides a direct benefit to the community;
 - f. monitor progress;
 - g. reflect on the community service, to include:
 - (1) describing what happened;
 - (2) examining the difference made;
 - (3) discussing thoughts and feelings; and
 - (4) considering activity improvements;
 - h. prepare and plan a public demonstration of their community service and the effect it has had on them and the community; and

- i. conduct their demonstration by:
 - (1) giving a public presentation;
 - (2) writing an article;
 - (3) publishing on a website or in another publication;
 - (4) creating a work of art; or
 - (5) completing another appropriate demonstration.

4. Teaching Points:

- a. Divide the cadets into pairs and have them complete a personal inventory by interviewing each other.
- b. Identify a community need to address.
- c. Have the cadets investigate the underlying problem.
- d. Have the cadets assist in the preparation and planning of community service, to include:
 - (1) collaborating with community partners
 - (2) defining the goal of the community service;
 - (3) describing anticipated results;
 - (4) identifying how to measure the effects;
 - (5) identifying how progress will be monitored;
 - (6) defining roles and responsibilities of all involved;
 - (7) creating a timeline for all tasks; and
 - (8) identifying required resources;
- e. Have the cadets perform community service that provides a direct benefit to the community and monitor their progress.
- f. Have the cadets reflect on the community service, to include:
 - (1) describing what happened;
 - (2) examining the difference made;
 - (3) discussing thoughts and feelings; and
 - (4) considering activity improvements.
- g. Have the cadets prepare and plan a public demonstration of their community service and the effect it has had on them and the community.
- h. Have the cadets conduct their demonstration by:
 - (1) giving a public presentation;
 - (2) writing an article;

- (3) publishing on a website or in another publication;
- (4) creating a work of art; or
- (5) completing another appropriate demonstration.

5. **Time:**

a. Introduction / Conclusion:	5 min
b. Practical Activity:	25 min
c. Subtotal:	30 min
d. Total (18 periods):	540 min

6. **Substantiation:** Practical activity was chosen for this lesson as it allows the cadets to interact with their peers while providing a service to the community.

7. **References:** C0-522 Kaye, Cathryn B. (2010). *The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum, & social action*. Minneapolis, MN: Free Spirit Publishing Inc.

8. **Training Aids:** Nil.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:**

a. The aim of this lesson is for cadets to participate in meaningful community service that:

- (1) has value, purpose, and meaning;
- (2) uses previously learned and newly acquired skills and knowledge;
- (3) offers unique learning experiences;
- (4) has real consequences; and
- (5) offers a safe environment to learn, to make mistakes, and to succeed.

b. Youth voice is key to developing cadets as leaders. Cadets need ample opportunities to express their ideas and opinions, and to make constructive choices and see the results. Community service enables cadets to take initiative, make decisions, interact with community representatives, learn about the role of government in social issues, develop critical-thinking skills, put their ideas into action, and assess and evaluate what happened.

c. Community service shall be conducted using the five stages of service learning, to include:

- (1) inventory and investigation,
- (2) preparation and planning,
- (3) action,
- (4) reflection, and
- (5) demonstration.

- d. The community service activity shall not have any partisan political association or support any single religious denomination or belief system.
- e. The community service activity shall not directly benefit the squadron or the sponsor.
- f. There is no instructional guide for this EO. Please refer to the instructional guide for M102.01 (Perform Community Service).

PO 103

1. **Performance:** Participate as a Member of a Team
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will participate as a member of a team, to include:
 - a. explaining the responsibilities of a follower in a team;
 - b. mapping personal goals for the training year; and
 - c. participating in teambuilding activities with other members of the squadron in order to improve communication skills, enhance teamwork and build trust and mutual support.
4. **Remarks:** Nil.
5. **Complementary Material:** Complementary material under PO 103 is designed to enhance the cadets' knowledge of being a member of a team through a number of activities:
 - a. EO C103.01 (Participate in Icebreaker Activities);
 - b. EO C103.02 (Participate in Self-Introductions); and
 - c. EO C103.03 (Participate in Teambuilding Activities).

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EO M103.01

1. **Performance:** Identify the Responsibilities of a Follower in a Team
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall identify the responsibilities of a follower in a team environment.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the following four responsibilities of a follower, to include: <ol style="list-style-type: none"> a. respect the leader and other team members; b. cooperate with others; c. admit mistakes and learn from experience; and d. accept constructive feedback. 	Interactive Lecture	10 min	C3-038
TP2	Explain the following five responsibilities of a follower in a team, to include: <ol style="list-style-type: none"> a. assume responsibility; b. be honest; c. accept other team members for who they are; d. know the job and be prepared; and e. communicate clearly with others. 	Interactive Lecture	15 min	C3-038

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Interactive Lecture: 25 min
 - c. Total: 30 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to identify responsibilities of a follower in a team and generate interest.
7. **Reference:** C3-038 Campbell, R. (2006). *Leadership: Getting it done*. Retrieved 16 March 2006, from <http://www.ssu.missouri.edu/faculty/rcampbell/leadership/chapter5.htm>

8. **Training Aids:** Presentation aids (eg, whiteboards / flipcharts / OHP / multimedia projector) appropriate for the training area.
9. **Learning Aids:**
 - a. Scrambled words handout; and
 - b. Container.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

EO M103.02

1. **Performance:** Map a Personal Goal for the Training Year

2. **Conditions:**

- a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
- b. Denied: Nil.
- c. Environmental: Any.

3. **Standard:** Cadets shall:

- a. identify goals using SMART; and
- b. map a personal goal for the training year.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the concept of goal setting, to include: <ul style="list-style-type: none"> a. the definition of a goal, b. the difference between short-term and long-term goals, c. how to develop goals, and d. how to set goals using the SMART (specific, measurable, attainable, realistic, and timely) method. 	Interactive Lecture	10 min	C0-021 C0-022 C0-431
TP2	Conduct a goal mapping activity.	In-Class Activity	15 min	

5. **Time:**

- a. Introduction / Conclusion: 5 min
- b. Interactive Lecture: 10 min
- c. In-Class Activity: 15 min
- d. Total: 30 min

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 as it is an effective way to generate interest and motivate the cadets to set personal goals for themselves.
- b. An in-class activity was chosen for TP2 as it is an interactive way to provoke thought and stimulate interest among cadets.

7. **References:**

- a. C0-021 ISBN 1-58062-513-4 Adams, B. (2001). *The Everything Leadership Book*. Avon, MA: Adams Media.
- b. C0-022 ISBN 0-02864-207-4 Cole, K. (2002). *The Complete Idiot's Guide to Clear Communication*. Indianapolis, IN: Alpha Books.
- c. C0-431 Health Canada. (2011). *Eat Well and Be Active Education Toolkit*. Retrieved September 29, 2011, from <http://hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/toolkit-trousse/plan-3a-eng.php>

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the training area, and
- b. SMART worksheet.

9. **Learning Aids:** SMART worksheet.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO M103.03

1. **Performance:** Participate in Teambuilding Activities
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in teambuilding activities and discuss the characteristics and advantages of a successful team.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct the teambuilding activity “the Human Knot.”	In-Class Activity	10 min	C0-003 (p. 88)
TP2	Conduct the teambuilding activity “Memory.”	In-Class Activity	10 min	C0-005 (p. 27)
TP3	Conduct the teambuilding activity “Silent Birthdays.”	In-Class Activity	10 min	C0-003 (p. 95)
TP4	<p>Lead a discussion on the characteristics of a successful team, to include:</p> <ol style="list-style-type: none"> a. strong communication; b. mutual cooperation and support; c. sharing a common goal; and d. high esprit de corps. <p>Have the cadets discuss the advantages of a successful team, to include:</p> <ol style="list-style-type: none"> a. including everyone; b. producing a better outcome; c. making the task easier to complete because more people are involved; and d. develops communication skills. 	Group Discussion	20 min	C0-004 (pp. 114-118)

5. **Time:**

- | | |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 10 min |
| b. In-Class Activity: | 30 min |
| c. Group Discussion: | 20 min |
| d. Total: | 60 min |

6. **Substantiation:**

- a. An in-class activity was chosen for TPs 1–3 as it is an interactive way to present team building activities and the learning objective.
- b. A group discussion was chosen for TP4 as it allows the cadet to interact with their peers and share their knowledge, opinions and feelings about the advantages and characteristics of a successful team.

7. **References:**

- a. C0-004 ISBN 1-58062-577-0 McClain, G. & Romaine, D. S. (2002). *The everything managing people book*. Avon, MA: Adams Media.
- b. C0-003 ISBN 0-943210-44-5 Pike, B. & Busse, C. (1995). *101 more games for trainers*. Minneapolis, MN: Lakewood Publishing.
- c. C0-005 ISBN 0-07-046414-6 Scannell, E.E. & Newstrom, J. W. (1994). *Even more games trainers play*. New York: McGraw-Hill.

8. **Training Aids:** presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the training area.

9. **Learning Aids:**

- a. Paper and pens; and
- b. Flip chart markers.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO C103.01

1. **Performance:** Participate in Icebreaker Activities
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in icebreaker activities in order to become familiar with other cadets in the group.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct the icebreaker activity "True Confession Toothpicks."	In-Class Activity	5 min	C0-003 (p.18)
TP2	Conduct the icebreaker activity "Two Truths and a Lie."	In-Class Activity	5 min	C0-029 (p. 331)
TP3	Conduct the icebreaker activity "Self Disclosure Introductions."	In-Class Activity	5 min	C0-028 (p.15)
TP4	Lead a group discussion on the effectiveness of the icebreakers in introducing themselves to each other.	Group Discussion	10 min	

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. In-Class Activity: 15 min
 - c. Group Discussion: 10 min
 - d. Total: 30 min
6. **Substantiation:**
 - a. An in-class activity was chosen for TPs 1 to 3 as it is an interactive way to present icebreaker activities and the learning objective.
 - b. A group discussion was chosen for TP 4 as it allows the cadets to interact with their peers and share their knowledge, opinions and feelings about icebreaker activities.

7. **References:**

- a. C0-028 ISBN 0-07-046513-4 Newstrom, J and Scannell, E. (1998). *The big book of teambuilding games*. New York, NY: McGraw-Hill.
- b. C0-003 ISBN 0-943210-44-5 Pike, B and Busse, C. (1995) *101 more games for trainers*. Minneapolis, MN: Lakewood Books.
- c. C0-029 ISBN 0-7872-4532-1 Cain, J and Jolliff, B. (1998). *Teamwork and teamplay*. Brockport, NY: Kendall/Hunt.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboards / flipcharts / OHP / multimedia projector) appropriate for the training area; and
- b. Toothpicks.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO C103.02

1. **Performance:** Participate in Self-Introductions
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall introduce themselves to the group.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct a self-introduction activity by having the cadets: <ol style="list-style-type: none"> a. prepare notes before the introductions begin; and b. introduce themselves, to include: <ol style="list-style-type: none"> (1) name; (2) what school they attend; (3) what grade they are in; (4) why they joined cadets; (5) hobbies; (6) interests; (7) in general, career ambitions; and (8) any other information they wish to share with the group. 	In-Class Activity	15 min	C0-021 (pp. 2 and 3)
TP2	Lead a discussion on the importance of the self-introduction activity in regards to developing communication skills.	Group Discussion	10 min	

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. In-Class Activity: 20 min
 - c. Group Discussion: 5 min
 - d. Total: 30 min

6. **Substantiation:**
 - a. An in-class activity was chosen for TP 1 as it is an interactive way to reinforce self-introductions and to provoke thought and stimulate interest among cadets.
 - b. A group discussion was chosen for TP2 as it allows the cadets to interact with their peers and share their knowledge, opinions and feelings about self-introductions.
7. **References:** C0-021 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.
8. **Training Aids:** Presentation aids (eg, whiteboards / flipcharts / OHP / multimedia projector) appropriate for the training area.
9. **Learning Aids:**
 - a. White board and markers; and
 - b. Paper and pens.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

EO C103.03

1. **Performance:** Participate in Teambuilding Activities
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in teambuilding activities and discuss the characteristics and advantages of a successful team.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct the teambuilding activity "Jigsaw."	In-Class Activity	5 min	C0-028 (pp. 67-68)
TP2	Lead a discussion on how the cadets viewed the Jigsaw game in terms of how it fostered teamwork.	Group Discussion	5 min	
TP3	Conduct the teambuilding activity "Alphabetically."	In-Class Activity	10 min	C0-029 (p. 74)
TP4	Lead a discussion on the characteristics of a successful team.	Group Discussion	5 min	

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. In-Class Activity: 15 min
 - c. Group Discussion: 10 min
 - d. Total: 30 min
6. **Substantiation:**
 - a. An in-class activity was chosen for TPs 1 and 3 as it is an interactive way to present team building activities and the learning objective.
 - b. A group discussion was chosen for TPs 2 and 4 as it allows the cadet to interact with their peers and share their knowledge, opinions and feelings about teamwork.

7. **References:**

- a. C0-028 ISBN 0-07-046513-4 Newstrom, J and Scannell, E. (1998). *The big book of teambuilding games*. New York, NY: McGraw-Hill.
- b. C0-029 ISBN 0-7872-4532-1 Cain, J and Jolliff, B. (1998). *Teamwork and teamplay*. Brockport, NY: Kendall/Hunt.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the training area; and
- b. Picture puzzle; and
- c. CD player and cds (optional).

9. **Learning Aids:** Picture puzzle.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

PO 104

1. **Performance:** Track Participation in Physical Activities
2. **Conditions:**
 - a. Given:
 - (1) Physical Activity Tracker,
 - (2) *Canadian Physical Activity Guidelines*,
 - (3) *Canadian Sedentary Behaviour Guidelines*,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will:
 - a. describe the time guidelines for physical activity outlined in the *Canadian Physical Activity Guidelines*;
 - b. describe the time limitations for sedentary behaviour outlined in the *Canadian Sedentary Behaviour Guidelines*;
 - c. track moderate- to vigorous-intensity physical activity time for four weeks using the Physical Activity Tracker;
 - d. use the Physical Activity Tracker to compare participation in physical activities to the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*;
 - e. identify areas for improvement; and
 - f. identify strategies to improve participation in physical activities.
4. **Remarks:** The purpose of this PO is to encourage cadets to be more physically active in their daily lives.
5. **Complementary Material:** Complementary material associated with this PO is designed to enhance the cadet's knowledge of citizenship through a number of activities:
 - a. EO C104.01 (Participate in the Cadet Fitness Assessment),
 - b. EO C104.02 (Identify Methods to Manage Stress), and
 - c. EO C104.03 (Identify the Food Groups).

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EO M104.01

1. **Performance:** Describe Physical Activity and Sedentary Behaviour Guidelines
2. **Conditions:**
 - a. Given:
 - (1) *Canadian Physical Activity Guidelines*,
 - (2) *Canadian Sedentary Behaviour Guidelines*,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall describe:
 - a. the time guidelines for physical activity outlined in the *Canadian Physical Activity Guidelines*, and
 - b. the time limitations for sedentary behaviour outlined in the *Canadian Sedentary Behaviour Guidelines*.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Introduce the <i>Canadian Physical Activity Guidelines</i> , focusing on the recommended daily time for physical activities.	Interactive Lecture	5 min	C0-509
TP2	Introduce the <i>Canadian Sedentary Behaviour Guidelines</i> , focusing on the recommended daily limit for recreational screen time.	Interactive Lecture	5 min	C0-508
TP3	Conduct an activity where the cadets will become familiar with the <i>Canadian Physical Activity Guidelines</i> and the <i>Canadian Sedentary Behaviour Guidelines</i> by: <ol style="list-style-type: none"> a. dividing the cadets into two teams; b. having one cadet from each team randomly choose a physical activity / sedentary behaviour; c. having the cadets silently act out their physical activity / sedentary behaviour and giving their teams a time limit to guess what behaviour they are mimicking; and d. reinforcing how each physical activity / sedentary behaviour relates to the guidelines. 	In-Class Activity	15 min	C0-508 C0-509

5. **Time:**

- | | |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 5 min |
| b. Interactive Lecture: | 10 min |
| c. In-Class Activity: | 15 min |
| d. Total: | 30 min |

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1 and 2 to orient the cadets to the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines* and generate interest.
- b. An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest in physical activity among cadets.

7. **References:**

- a. C0-508 Canadian Society for Exercise Physiology. (2011). *Guidelines*. Retrieved May 1, 2011, from <http://www.csep.ca>
- b. C0-509 Health Canada. (2011). *Physical activity*. Retrieved May 1, 2011 from <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>

8. **Training Aids:**

- a. Presentation aids (eg, whiteboards / flipcharts / OHP / multimedia projector) appropriate for the training area,
- b. *Canadian Physical Activity Guidelines*, and
- c. *Canadian Sedentary Behaviour Guidelines*.

9. **Learning Aids:**

- a. *Canadian Physical Activity Guidelines*, and
- b. *Canadian Sedentary Behaviour Guidelines*.

10. **Test Details:** Nil.

11. **Remarks:** Colour copies of the *Canadian Physical Activity Guidelines* and the *Canadian Sedentary Behaviour Guidelines* can be accessed and printed at www.csep.ca/guidelines

EO M104.02

1. **Performance:** Track Participation in Physical Activities
2. **Conditions:**
 - a. Given:
 - (1) *Canadian Physical Activity Guidelines,*
 - (2) *Canadian Sedentary Behaviour Guidelines,*
 - (3) Physical Activity Tracker,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. identify moderate- to vigorous-intensity physical activities (MVPA) participated in;
 - b. observe the duration of physical activities; and
 - c. track daily MVPA for four weeks using the Physical Activity Tracker.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain how to use the Physical Activity Tracker.	Interactive Lecture	5 min	
TP2	Conduct an activity where the cadets will, in pairs, practice completing the Physical Activity Tracker using scenarios based on potential physical activities and sedentary behaviours for 12–13 year old cadets.	In-Class Activity	20 min	

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Interactive Lecture: 5 min
 - c. In-Class Activity: 20 min
 - d. Total: 30 min

6. **Substantiation:**

- a. An interactive lecture was chosen for TP 1 to orient the cadets to the Physical Activity Tracker and generate interest.
- b. An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest in tracking physical activity among cadets.

7. **References:**

- a. C0-508 Canadian Society for Exercise Physiology. (2011). *Guidelines*. Retrieved May 1, 2011, from <http://www.csep.ca>
- b. C0-509 Health Canada. (2011). *Physical activity*. Retrieved May 1, 2011 from <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>

8. **Training Aids:**

- a. Presentation aids (eg, whiteboards / flipcharts / OHP / multimedia projector) appropriate for the training area,
- b. *Canadian Physical Activity Guidelines*,
- c. *Canadian Sedentary Behaviour Guidelines*, and
- d. Physical Activity Tracker.

9. **Learning Aids:**

- a. *Canadian Physical Activity Guidelines*,
- b. *Canadian Sedentary Behaviour Guidelines*, and
- c. Physical Activity Tracker.

10. **Test Details:** Nil.

11. **Remarks:** Over the next four weeks, check in with the cadets regularly, reminding them to track their participation in physical activities and assisting them with any difficulties they encounter.

EO M104.03

1. **Performance:** Identify Strategies to Improve Participation in Physical Activities
2. **Conditions:**
 - a. Given:
 - (1) *Canadian Physical Activity Guidelines*,
 - (2) *Canadian Sedentary Behaviour Guidelines*,
 - (3) Physical Activity Tracker,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. use the Physical Activity Tracker to compare participation in moderate- to vigorous-intensity physical activities (MVPA) to the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*;
 - b. identify areas for improvement; and
 - c. identify strategies to improve participation in physical activities.
4. **Teaching Points:** Conduct an activity where the cadets will:
 - a. review their Physical Activity Tracker and compare results to the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*;
 - b. identify areas for improvement pertaining to time spent participating in MVPA; and
 - c. identify strategies to improve participation in physical activities, such as:
 - (1) identifying more enjoyable activities;
 - (2) finding an activity partner;
 - (3) joining a community or school recreational program;
 - (4) trying a new physical activity;
 - (5) building physical activity into daily routine; and
 - (6) planning for physical activity.
5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. In-Class Activity: 25 min
 - c. Total: 30 min

6. **Substantiation:** An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest in improving participation in physical activities among cadets.
7. **References:**
 - a. C0-508 Canadian Society for Exercise Physiology. (2011). *Guidelines*. Retrieved May 1, 2011, from <http://www.csep.ca>
 - b. C0-509 Health Canada. (2011). *Physical activity*. Retrieved May 1, 2011 from <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>
 - c. C0-511 ParticipACTION. (2011). *Get moving*. Retrieved November 28, 2011 from www.participaction.com/en-us/Get-Moving/Easy-Ways-To-Start.aspx
8. **Training Aids:**
 - a. Presentation aids (eg, whiteboards / flipcharts / OHP / multimedia projector) appropriate for the training area,
 - b. *Canadian Physical Activity Guidelines*,
 - c. *Canadian Sedentary Behaviour Guidelines*, and
 - d. Physical Activity Tracker.
9. **Learning Aids:**
 - a. *Canadian Physical Activity Guidelines*,
 - b. *Canadian Sedentary Behaviour Guidelines*, and
 - c. Physical Activity Tracker.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

EO C104.01

1. **Performance:** Participate in the Cadet Fitness Assessment
2. **Conditions:**
 - a. Given:
 - (1) *Individual Score Sheet for the 20-m Shuttle Run Test,*
 - (2) *Cadet Fitness Assessment and Incentive Level Results,*
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Training area large enough to accommodate the entire group and suitable for conducting the Cadet Fitness Assessment.
3. **Standard:** The cadet shall participate in the Cadet Fitness Assessment IAW CATO 14-18, *Cadet Fitness Assessment and Incentive Program*, to include:
 - a. the cardiovascular component,
 - b. the muscular strength component, and
 - c. the muscular flexibility component.
4. **Teaching Points:**
 - a. Have the cadets participate in a warm-up session, composed of light cardiovascular exercises and stretches, meant to:
 - (1) gradually increase respiratory action and heart rate;
 - (2) expand the muscles' capillaries to accommodate the increase in blood circulation;
 - (3) raise muscle temperature to facilitate reactions in muscle tissue; and
 - (4) stretch the muscles.
 - b. IAW CATO 14-18, have the cadets perform and score:
 - (1) one of the following:
 - (a) the 20-m Shuttle Run Test, or
 - (b) the 1600-m run;
 - (2) the curl-up;
 - (3) the push-up; and
 - (4) two of the following:
 - (a) the trunk lift,
 - (b) the shoulder stretch, and
 - (c) the back-saver sit and reach.

- c. Have the cadets participate in a cool-down session composed of light cardiovascular exercises and stretches meant to:
 - (1) allow the body to slowly recover from physical activity and help to prevent injury;
 - (2) prepare the respiratory and cardiovascular systems to return to their normal state; and
 - (3) stretch the muscles.
- d. Have the cadets:
 - (1) review their Cadet Fitness Assessment results to identify which components of fitness they need to improve the most;
 - (2) brainstorm physical activities they would like to do regularly that would help improve those components of fitness; and
 - (3) make a four-week activity plan for participating in those physical activities.

5. **Time:**

- a. Introduction / Conclusion: 10 min
- b. Practical Activity: 80 min
- c. Total: 90 min

6. **Substantiation:** A practical activity was chosen for this lesson as it allows the cadets to participate in the Cadet Fitness Assessment in a safe and controlled environment.

7. **References:**

- a. A0-191 CATO 14-18 Director Cadets 3. (2010). *Cadet fitness assessment and incentive program*. Ottawa, ON: Department of National Defence.
- b. C0-089 ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20th anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
- c. C0-095 ISBN 0-7360-5962-8 The Cooper Institute. (n.d.). *Fitnessgram / activitygram test administration kit: Fitnessgram 8.0 stand-alone test kit*. Windsor, ON: Human Kinetics.
- d. C0-167 ISBN 0-7360-5866-4 Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual* (3rd ed.). Windsor, ON: Human Kinetics.

8. **Training Aids:**

- a. CATO 14-18, *Cadet Fitness Assessment and Incentive Program*,
- b. Leger 20-m Shuttle Run Test CD,
- c. Measuring tape,
- d. CD player,
- e. Pylons,
- f. Gym mats,
- g. 12-cm measuring strip,
- h. Stopwatches,

- i. Paper,
- j. Metre sticks,
- k. Coins,
- l. Back-saver sit and reach test apparatuses,
- m. Individual Score Sheet for the 20-m Shuttle Run Test,
- n. Individual Score Sheet for the 1600-m Run Test,
- o. Cadet Fitness Assessment and Incentive Level Results, and
- p. Strategies to Improve My Personal Fitness handout.

9. **Learning Aids:**

- a. Gym mats,
- b. 12-cm measuring strip,
- c. Stopwatches,
- d. Paper,
- e. Metre sticks,
- f. Coins,
- g. Back-saver sit and reach test apparatuses,
- h. Individual Score Sheet for the 20-m Shuttle Run Test,
- i. Individual Score Sheet for the 1600-m Run Test,
- j. Cadet Fitness Assessment and Incentive Level Results, and
- k. Strategies to Improve My Personal Fitness handout.

10. **Test Details:** Nil.

11. **Remarks:**

- a. The purpose of the Cadet Fitness Assessment is to have cadets measure their personal fitness to help them set individual goals for improvement. Each of the three components of fitness (cardiovascular, muscular strength, and muscular flexibility) are measured, and cadets are assessed using criterion-referenced standards as to whether they are in the healthy fitness zone (HFZ) within each of these components.
- b. The HFZ is the level of fitness needed for good health. Cadets who do not fall within the HFZ for certain components should be coached and encouraged to set goals that will help them improve towards achieving the HFZ in the future.
- c. The Cadet Fitness Assessment shall be set up prior to conducting this EO.
- d. Assistant instructors will be required for this lesson.
- e. The Cadet Fitness Assessment shall be conducted IAW CATO 14-18, *Cadet Fitness Assessment and Incentive Program*.

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EO C104.02

1. **Performance:** Identify Methods to Manage Stress
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall identify methods to manage stress, to include:
 - a. participating in physical activity;
 - b. resting in a quiet place;
 - c. reducing breathing rate;
 - d. reducing mental activity;
 - e. reducing muscle tension;
 - f. participating in relaxation exercises;
 - g. identifying the stressor;
 - h. tackling one thing at a time;
 - i. trying to solve the problem;
 - j. managing time effectively;
 - k. accepting what cannot be changed;
 - l. thinking positively;
 - m. not masking problems;
 - n. trying not to be concerned with little problems; and
 - o. being flexible.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct a group discussion on the definition of stress.	Group Discussion	5 min	C0-091
TP2	Describe methods to manage stress, to include: <ol style="list-style-type: none"> a. participating in physical activity; b. resting in a quiet place; c. reducing breathing rate; 	Interactive Lecture	10 min	C0-091 C0-512

TP	Description	Method	Time	Refs
	d. reducing mental activity; e. reducing muscle tension; f. participating in relaxation exercises; g. identifying the stressor; h. tackling one thing at a time; i. trying to solve the problem; j. managing time effectively; k. accepting what cannot be changed; l. thinking positively; m. not masking problems; n. trying not to be concerned with little problems; and o. being flexible.			
TP3	Demonstrate and have the cadets perform relaxation exercises for managing stress, to include: a. rag doll, b. neck roll, c. body board, and d. jaw stretch.	Demonstration and Performance	10 min	C0-091

5. **Time:**

a.	Introduction / Conclusion:	5 min
b.	Group Discussion:	5 min
c.	Interactive Lecture:	10 min
d.	Demonstration and Performance:	10 min
e.	Total:	30 min

6. **Substantiation:**

- a. A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about stress. A group discussion helps the cadets improve their listening skills and develop as members of a team.
- b. An interactive lecture was chosen for TP 2 to orient the cadets to methods to manage stress.
- c. A demonstration and performance was chosen for TP 3 as it allows the instructor to demonstrate relaxation exercises while providing an opportunity for the cadets to practice under supervision.

7. **References:**

- a. C0-091 ISBN 978-0-7360-6675-4 Corbin, C., & Lindsey, R. (2007). *Fitness for life: Updated fifth edition*. Windsor, ON: Human Kinetics.
- b. C0-512 ISBN 978-0-316-11350-2 Ratey, J. MD. (2008). *Spark: The revolutionary new science of exercise and the brain*. New York, NY: Little, Brown and Company.

8. **Training Aids:** Presentation aids (eg, whiteboards / flipcharts / OHP / multimedia projector) appropriate for the training area.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

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EO C104.03

1. **Performance:** Identify the Food Groups
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. participate in a discussion on the importance of healthy eating; and
 - b. identify the food groups listed in *Eating Well With Canada's Food Guide*, to include:
 - (1) vegetables and fruit,
 - (2) grain products,
 - (3) milk and alternatives, and
 - (4) meat and alternatives.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Have the cadets participate in a group discussion on the importance of healthy eating, to include: <ol style="list-style-type: none"> a. better overall health, b. lower risk of disease, c. healthy body weight, d. feeling and looking better, e. more energy, and f. stronger muscles and bones. 	Group Discussion	10 min	C0-100
TP2	Have the cadets participate in an activity where they will identify the four food groups, to include: <ol style="list-style-type: none"> a. vegetables and fruit, b. grain products, c. milk and alternatives, and d. meat and alternatives. 	In-Class Activity	15 min	C0-100

5. **Time:**

- | | |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 5 min |
| b. Group Discussion: | 10 min |
| c. In-Class Activity: | 15 min |
| d. Total: | 30 min |

6. **Substantiation:**

- a. A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about healthy eating. A group discussion helps the cadets improve their listening skills and develop as members of a team.
- b. An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate an interest in healthy eating among cadets.

7. **References:** C0-100 ISBN 0-662-44467-1 Health Canada. (2007). *Eating well with Canada's food guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboards / flipcharts / OHP / multimedia projector) appropriate for the training area, and
- b. *Eating Well With Canada's Food Guide*.

9. **Learning Aids:** *Eating Well With Canada's Food Guide*.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

PO 105

1. **Performance:** Participate in Physical Activities
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Sports field, gymnasium or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will participate in physical activities, such as:
 - a. cardiovascular activities, such as:
 - (1) aerobics,
 - (2) cross-country skiing,
 - (3) hiking,
 - (4) ice skating,
 - (5) instructor-led dancing,
 - (6) orienteering,
 - (7) rollerblading,
 - (8) running,
 - (9) skipping rope, and
 - (10) snowshoeing;
 - b. muscular strength activities, such as:
 - (1) balance ball exercises,
 - (2) Pilates,
 - (3) resistance exercises using bands,
 - (4) resistance exercises using the body,
 - (5) weighted ball exercises, and
 - (6) weighted bar exercises;
 - c. muscular flexibility activities, such as:
 - (1) stretching,
 - (2) tai chi, and
 - (3) yoga;

- d. recreational team sports, such as:
 - (1) baseball,
 - (2) basketball,
 - (3) floor hockey,
 - (4) football (flag or touch),
 - (5) lacrosse,
 - (6) ringette,
 - (7) soccer,
 - (8) soccer baseball,
 - (9) ultimate Frisbee, and
 - (10) volleyball; and
- e. other physical activities, such as:
 - (1) active games, such as:
 - (a) cat and mouse,
 - (b) molecules, and
 - (c) tag;
 - (2) circuit training,
 - (3) martial arts, and
 - (4) tabloids.

4. Remarks:

- a. The aim of this PO is for cadets to have fun participating in physical activities. Choose activities the cadets will enjoy. Survey cadets to determine those physical activities in which they are interested.
- b. Several physical activities may be conducted concurrently. Choice is an important factor when it comes to enjoying physical activity. The more varying types of physical activities cadets are exposed to, the more likely they are to find an activity they will be interested in pursuing on a regular basis.
- c. Choose activities based on human and material resources accessible to the squadron.
- d. Fitness videos (conducted by a certified trainer), certified trainers and Canadian Forces Personnel Support Programs (PSP) staff may be used to conduct this training.
- e. Activities chosen for this training are not limited to the list presented above but must be age appropriate, safe, and in-line with the aim of promoting physical fitness.

5. **Complementary Material:** Complementary material associated with this PO is designed to enhance the cadet's knowledge of personal fitness and healthy living through a number of activities:
 - a. EO C105.01 (Participate in Physical Activities), and
 - b. EO C105.02 (Participate in a Tournament).

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EO M105.01

1. **Performance:** Participate in Physical Activities
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Sports field, gymnasium or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. attend a briefing on the selected physical activity;
 - b. participate in a warm-up session;
 - c. participate in the selected physical activity; and
 - d. participate in a cool-down session.
4. **Teaching Points:**
 - a. Introduce the cadets to the selected physical activity, to include:
 - (1) which component(s) of fitness are improved through participation in the selected physical activity, and
 - (2) techniques for participating in the selected physical activity.
 - b. Have the cadets participate in a safety briefing, to include:
 - (1) rules / regulations of the selected physical activity,
 - (2) requirement for safety equipment for the selected physical activity,
 - (3) location of first aid post, and
 - (4) boundaries or route information.
 - c. Have the cadets participate in a warm-up session, composed of light cardiovascular activities and stretches, meant to:
 - (1) gradually increase respiratory action and heart rate;
 - (2) expand the muscles' capillaries to accommodate the increase in blood circulation;
 - (3) raise the muscle temperature to facilitate reactions in muscle tissue; and
 - (4) stretch the muscles.
 - d. Have the cadets participate in the selected physical activity.

- e. Have the cadets participate in a cool-down session, composed of light cardiovascular activities and stretches, meant to:
 - (1) allow the body to slowly recover from physical activity and help to prevent injury;
 - (2) prepare the respiratory and cardiovascular systems to return to their normal state; and
 - (3) stretch the muscles.

5. **Time:**

a. Introduction / Conclusion:	5 min
b. Practical Activity:	25 min
c. Subtotal:	30 min
d. Total (9 periods):	270 min

6. **Substantiation:** A practical activity was chosen for this lesson as it allows the cadets to participate in physical activities in a safe and controlled environment.

7. **References:**

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- i. C0-023 (A-CR-CCP-150/PT-001) Chapman, J.R. Major, M.B.E. (1968). Orienteering: an Aid to Training. London, England: Hillside Printing & Publishing Co.
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- u. C0-089 ISBN 0-936070-22-6 Anderson, B. (2000). Stretching: 20th anniversary (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
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- w. C0-513 Popovic, Srdjan. (2011). 10 Skipping Rope Exercises for a Better Body. Retrieved October 6, 2011, from <http://www.bloomtofit.com/10-skipping-rope-exercises-for-a-better-body>
- x. C0-514 ISBN 0-934387-29-X Panicucci, J. (2008). Achieving Fitness: An Adventure Activity Guide Beverly, MA: Project Adventure, Inc.
- y. C0-515 Livestrong.com. (2011). Beginner's Pilates exercises. Retrieved October 4, 2011, from <http://www.livestrong.com/article/452265-beginner-pilates-exercises/>
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- cc. C0-519 Alberta Centre for Active Living. (2007). What should parents know about strength training for youth ages 12 to 17?. Retrieved October 4, 2011 from <http://www.centre4activeliving.ca/our-work/faq/strength-train.pdf>
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8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the training area,
- b. Equipment for the selected physical activity, and
- c. First aid kit.

9. **Learning Aids:** Equipment for the selected physical activity.

10. **Test Details:** Nil.

11. **Remarks:**

- a. Cardiovascular activities selected for this lesson may include, but are not limited to:
 - (1) aerobics,
 - (2) cross-country skiing,
 - (3) hiking,
 - (4) ice skating,
 - (5) instructor-led dancing,
 - (6) orienteering,
 - (7) rollerblading,
 - (8) running,
 - (9) skipping rope,
 - (10) snowshoeing, and
 - (11) swimming.
- b. Muscular strength activities selected for this lesson may include, but are not limited to:
 - (1) balance ball exercises,
 - (2) Pilates,
 - (3) resistance exercises using bands,
 - (4) resistance exercises using the body,
 - (5) weighted ball exercises, and
 - (6) weighted bar exercises.

- c. Muscular flexibility activities selected for this lesson may include, but are not limited to:
 - (1) stretching,
 - (2) tai chi, and
 - (3) yoga.
- d. Recreational team sports selected for this lesson may include, but are not limited to:
 - (1) baseball,
 - (2) basketball,
 - (3) floor hockey,
 - (4) football (flag or touch),
 - (5) lacrosse,
 - (6) ringette,
 - (7) soccer,
 - (8) soccer baseball,
 - (9) softball,
 - (10) ultimate Frisbee, and
 - (11) volleyball.
- e. Other physical activities selected for this lesson may include, but are not limited to:
 - (1) active games, such as:
 - (a) active video games,
 - (b) battleship, and
 - (c) tag;
 - (2) circuit training,
 - (3) martial arts, and
 - (4) tabloids.
- f. The aim of this EO is for cadets to have fun participating in physical activities. Choose activities the cadets will enjoy. Survey cadets to determine those physical activities in which they are interested.
- g. Several physical activities may be conducted concurrently. Choice is an important factor when it comes to enjoying physical activity. The more varying types of physical activities cadets are exposed to, the more likely they are to find an activity they will be interested in pursuing on a regular basis.
- h. Choose activities based on human and material resources accessible to the squadron.
- i. Fitness videos (conducted by a certified trainer), certified trainers and Canadian Forces Personnel Support Programs (PSP) staff may be used to conduct this training.

- j. Activities chosen for this training are not limited to the lists presented above but must be age appropriate, safe, and in-line with the aim of promoting physical fitness.
- k. Physical activity periods may be conducted consecutively to provide the cadets an opportunity to participate in longer, varied physical activities.

EO C105.01

1. **Performance:** Participate in Physical Activities
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Sports field, gymnasium or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. attend a briefing on the selected physical activity;
 - b. participate in a warm-up session;
 - c. participate in the selected physical activity; and
 - d. participate in a cool-down session.
4. **Teaching Points:**
 - a. Introduce the cadets to the selected physical activity, to include:
 - (1) which component(s) of fitness are improved through participation in the selected physical activity, and
 - (2) techniques for participating in the selected physical activity.
 - b. Have the cadets participate in a safety briefing, to include:
 - (1) rules / regulations of the selected physical activity,
 - (2) requirement for safety equipment for the selected physical activity,
 - (3) location of first aid post, and
 - (4) boundaries or route information.
 - c. Have the cadets participate in a warm-up session, composed of light cardiovascular activities and stretches, meant to:
 - (1) gradually increase respiratory action and heart rate;
 - (2) expand the muscles' capillaries to accommodate the increase in blood circulation;
 - (3) raise the muscle temperature to facilitate reactions in muscle tissue; and
 - (4) stretch the muscles.
 - d. Have the cadets participate in the selected physical activity.

- e. Have the cadets participate in a cool-down session, composed of light cardiovascular activities and stretches, meant to:
 - (1) allow the body to slowly recover from physical activity and help to prevent injury;
 - (2) prepare the respiratory and cardiovascular systems to return to their normal state; and
 - (3) stretch the muscles.

5. **Time:**

a. Introduction / Conclusion:	5 min
b. Practical Activity:	25 min
c. Subtotal:	30 min
d. Total (9 periods):	270 min

6. **Substantiation:** A practical activity was chosen for this lesson as it allows the cadets to participate in physical activities in a safe and controlled environment.

7. **References:**

- a. A2-001 A-CR-CCP-951/PT-002 Director Cadets 3. (2006). *Royal Canadian Army Cadets adventure training safety standards*. Ottawa, ON: Department of National Defence.
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- hh. C2-103 ISBN 0-89886-427-5 Graydon, D., & Hanson, K. (Eds.). (2001). *Mountaineering: The freedom of the hills* (6th ed.). Seattle, WA: The Mountaineers.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the training area,
- b. Equipment for the selected physical activity, and
- c. First aid kit.

9. **Learning Aids:** Equipment for the selected physical activity.

10. **Test Details:** Nil.

11. **Remarks:**

- a. Cardiovascular activities selected for this lesson may include, but are not limited to:
 - (1) aerobics,
 - (2) cross-country skiing,
 - (3) hiking,
 - (4) ice skating,
 - (5) instructor-led dancing,
 - (6) orienteering,
 - (7) rollerblading,
 - (8) running,
 - (9) skipping rope,
 - (10) snowshoeing, and
 - (11) swimming.
- b. Muscular strength activities selected for this lesson may include, but are not limited to:
 - (1) balance ball exercises,
 - (2) Pilates,
 - (3) resistance exercises using bands,
 - (4) resistance exercises using the body,
 - (5) weighted ball exercises, and
 - (6) weighted bar exercises.

- c. Muscular flexibility activities selected for this lesson may include, but are not limited to:
 - (1) stretching,
 - (2) tai chi, and
 - (3) yoga.
- d. Recreational team sports selected for this lesson may include, but are not limited to:
 - (1) baseball,
 - (2) basketball,
 - (3) floor hockey,
 - (4) football (flag or touch),
 - (5) lacrosse,
 - (6) ringette,
 - (7) soccer,
 - (8) soccer baseball,
 - (9) softball,
 - (10) ultimate Frisbee, and
 - (11) volleyball.
- e. Other physical activities selected for this lesson may include, but are not limited to:
 - (1) active games, such as:
 - (a) active video games,
 - (b) battleship, and
 - (c) tag;
 - (2) circuit training,
 - (3) martial arts, and
 - (4) tabloids.
- f. The aim of this EO is for cadets to have fun participating in physical activities. Choose activities the cadets will enjoy. Survey cadets to determine those physical activities in which they are interested.
- g. Several physical activities may be conducted concurrently. Choice is an important factor when it comes to enjoying physical activity. The more varying types of physical activities cadets are exposed to, the more likely they are to find an activity they will be interested in pursuing on a regular basis.
- h. Choose activities based on human and material resources accessible to the squadron.
- i. Fitness videos (conducted by a certified trainer), certified trainers and Canadian Forces Personnel Support Programs (PSP) staff may be used to conduct this training.

- j. Activities chosen for this training are not limited to the lists presented above but must be age appropriate, safe, and in-line with the aim of promoting physical fitness.
- k. Physical activity periods may be conducted consecutively to provide the cadets an opportunity to participate in longer, varied physical activities.
- l. There is no instructional guide provided for this EO. Refer to the instructional guide for M105.01 (Participate in Physical Activities).

EO C105.02

1. **Performance:** Participate in a Tournament
2. **Conditions:**
 - a. Given:
 - (1) Sports equipment,
 - (2) Safety equipment,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Sports field, gymnasium or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. attend a briefing on the rules of the tournament;
 - b. participate in a warm-up;
 - c. participate in a tournament; and
 - d. participate in a cool-down.
4. **Teaching Points:**
 - a. Have the cadets participate in an introductory briefing, to include:
 - (1) an overview of the sport(s) that will be played during the tournament,
 - (2) type of tournament,
 - (3) rules of the tournament,
 - (4) organization of the draw, and
 - (5) location of first aid post.
 - b. Have the cadets participate in a warm-up session, composed of light cardiovascular activities and stretches, meant to:
 - (1) gradually increase respiratory action and heart rate;
 - (2) expand the muscles' capillaries to accommodate the increase in blood circulation;
 - (3) raise the muscle temperature to facilitate reactions in muscle tissue; and
 - (4) stretch the muscles;.
 - c. Have the cadets participate in a tournament.

- d. Have the cadets participate in a cool-down session, composed of light cardiovascular activities and stretches, meant to:
 - (1) prepare the respiratory and cardiovascular systems to return to their normal state; and
 - (2) stretch the muscles.

5. **Time:**

- a. Introduction / Conclusion: 10 min
- b. Practical Activity: 250 min
- c. Total: 270 min

6. **Substantiation:** A practical activity was chosen for this lesson as it allows the cadets to participate in a tournament in a safe and controlled environment.

7. **References:**

- a. A0-050 A-PD-050-015/PT-002 Directorate of Physical Education, Recreation and Amenities. (1989). *Physical fitness training in the Canadian Forces* (Vol. 2). Ottawa, ON: Department of National Defence.
- b. C0-187 San Diego County Office of Education. *After school physical activity: Types of tournaments*. Retrieved October 3, 2008, from <http://www.afterschoolpa.com/print/typesoftournaments.html>TBD

8. **Training Aids:**

- a. Sports / safety equipment for the selected sport,
- b. First aid kit,
- c. Whistles, and
- d. Stopwatch.

9. **Learning Aids:** Sports / safety equipment for the selected sport.

10. **Test Details:** Nil.

11. **Remarks:** Examples of sports that may be selected for this lesson include:

- a. baseball,
- b. basketball,
- c. floor hockey,
- d. football (flag or touch),
- e. lacrosse,
- f. ringette,
- g. soccer,
- h. soccer baseball,

- i. ultimate Frisbee, and
- j. volleyball.

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PO 106

1. **Performance:** Fire the Cadet Air Rifle
2. **Conditions:**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Air rifle pellets,
 - (3) Target frame,
 - (4) Target,
 - (5) Marksmanship mat,
 - (6) Safety glasses / goggles,
 - (7) Supervision, and
 - (8) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Air rifle range constructed IAW Chapter 1, Section 8 of A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.
3. **Standard:** IAW A-CR-CCP-177/PT-001, the cadet, with the cadet air rifle, will:
 - a. carry out safety precautions;
 - b. perform a handling test; and
 - c. fire twenty-five pellets by:
 - (1) following the rules of and commands given on a range; and
 - (2) applying basic marksmanship techniques.
4. **Remarks:**
 - a. Cadets shall successfully complete the Cadet Air Rifle Handling Test prior to firing pellets or cleaning pellets on a cadet air rifle range.
 - b. All range practices must be conducted by a Range Safety Officer (Air Rifle) (RSO-AR).
5. **Complementary Material:**
 - a. Complementary material associated with PO 106 is designed to enhance the cadet's air rifle marksmanship experience, to include:
 - (1) EO C106.01 (Participate in a Recreational Marksmanship Activity), and
 - (2) EO C106.02 (Clean and Store the Cadet Air Rifle); and
 - b. EO C106.01 (Participate in a Recreational Marksmanship Activity) may only be conducted following completion of all mandatory EOs associated with PO 106 (Fire the Cadet Air Rifle).

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EO M106.01

1. **Performance:** Identify the Parts and Characteristics of the Daisy 853C Air Rifle
2. **Conditions:**
 - a. Given:
 - (1) Daisy 853C air rifle;
 - (2) Supervision; and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Suitable classroom facility and / or air rifle range constructed IAW Chapter 1 Section 8 of A-CR-CCP-177/PT-001.
3. **Standard:** The cadet shall identify the parts and list the characteristics of the Daisy 853C air rifle.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify the parts of the Daisy 853C air rifle, to include: <ol style="list-style-type: none"> a. butt plate; b. spacers; c. small of the butt; d. stock; e. fore end; f. sling bracket; g. trigger; h. trigger guard; i. safety catch; j. bolt; k. pump handle; l. front sight; m. rear sight; n. muzzle; o. barrel with barrel weight; p. bore; q. feed track; r. chamber; s. sling; t. single shot adapter; and u. five-shot clip. 	Interactive Lecture	15 min	A0-027 (pp. 2-5, diagram)

TP	Description	Method	Time	Refs
TP2	Identify the characteristics of the Daisy 853C air rifle, to include: a. action; b. length; c. weight; d. calibre; e. front sight; f. rear sight; g. muzzle velocity; h. loading; i. stock; and j. safety.	Interactive Lecture	10 min	A0-027 (pp. 2-5)

5. **Time:**

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min |
| b. | Interactive Lecture: | 25 min |
| c. | Total: | 30 min |

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient cadets to the parts and characteristics of the Daisy 853C Air Rifle and to generate interest in the subject.

7. **Reference:** A0-027 A-CR-CCP-177/PT-001 DCdts 3. (2001). *Canadian cadet movement: Cadet marksmanship programme reference manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**

- Daisy 853C air rifle; and
- Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for the training area.

9. **Learning Aids:** Daisy 853C air rifle.

10. **Test Details:** Nil.

11. **Remarks:** Instructors are encouraged to familiarize themselves with the video A-CR-CCP-177/PV-002, *Air Rifle Marksmanship*, and view the section on Description of the Rifle.

EO M106.02

1. **Performance:** Carry out Safety Precautions on the Cadet Air Rifle
2. **Conditions:**
 - a. Given:
 - (1) Cadet air rifle;
 - (2) Cadet air rifle case;
 - (3) Safety rod;
 - (4) Supervision; and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Air rifle range constructed IAW Chapter 1 Section 8 of A-CR-CCP-177/PT-001.
3. **Standard:** IAW A-CR-CCP-177/PT-001, the cadet shall:
 - a. Carry out individual safety precautions on the cadet air rifle by:
 - (1) ensuring the bolt is fully to the rear;
 - (2) ensuring the safety catch is on;
 - (3) ensuring the pump handle is partially open; and
 - (4) ensuring the safety rod is inserted in the barrel; and
 - b. Observing safety regulations, to include:
 - (1) treating the rifle as if it is loaded;
 - (2) not pointing the rifle at anyone;
 - (3) keeping the rifle pointed down range at all times;
 - (4) holding the rifle vertically when moving to and from the firing point;
 - (5) keeping fingers off the trigger until ready to fire;
 - (6) wearing safety glasses / goggles; and
 - (7) washing hands after every practice (to avoid lead contamination).

4. Teaching Points:

TP	Description	Method	Time	Refs
TP1	<p>Explain and demonstrate safe rifle status for the cadet air rifle, to include:</p> <ul style="list-style-type: none"> a. removing a rifle from its case; b. ensuring safety measures are in place by engaging the safety catch (pushing it towards the right so no red is seen); c. ensuring the safety rod is inserted into the barrel; and d. ensuring safe rifle status when: <ul style="list-style-type: none"> (1) the rifle is in the case, by: <ul style="list-style-type: none"> (a) engaging the safety catch; (b) ensuring the bolt is forward; (c) ensuring the action is not cocked; and (d) leaving pump handle partially open (5-8 cm); (2) on the firing line, by: <ul style="list-style-type: none"> (a) engaging the safety catch; (b) ensuring the bolt is to the rear; and (c) leaving the pump handle partially open; and (3) not on the firing line, by: <ul style="list-style-type: none"> (a) engaging the safety catch; (b) ensuring the bolt is to the rear; (c) placing the safety rod in the barrel (visible in the feed track); and (d) leaving the pump handle partially open. 	Demonstration and Performance	10 min	A0-027 (pp. 1-3-1 - 1-3-2, para 3.1 - 3.1.4)
TP2	<p>Explain, demonstrate, and have the cadets carry out individual safety precautions for the cadet air rifle by:</p> <ul style="list-style-type: none"> a. ensuring the bolt is open fully to the rear; b. ensuring the safety catch is in the ON position; c. leaving the pump handle partially open; and d. placing safety rod in the barrel. 	Demonstration and Performance	10 min	A0-027 (pp.1-3-3, para 3.1.5)

TP	Description	Method	Time	Refs
	Note: Cadets will be required to perform this skill during their air rifle handling test.			
TP3	<p>Explain and demonstrate (where applicable) safety regulations for the cadet air rifle, to include:</p> <ul style="list-style-type: none"> a. treating the air rifle as if it is loaded; b. never pointing the air rifle at anyone; c. holding the rifle vertically when moving to and from the firing point; d. leaving fingers off the trigger until ready to fire; e. wearing safety glasses / goggles; and f. employing hygiene on the range by washing hands after every practice. 	Interactive Lecture	5 min	A0-027 (p. 1-3-3, p. 1.3.4, para 3.2, para 3.4)

5. **Time:**

- | | |
|---------------------------------|--------|
| a. Introduction / Conclusion: | 5 min |
| b. Demonstration / Performance: | 20 min |
| c. Interactive Lecture: | 5 min |
| d. Total: | 30 min |

6. **Substantiation:**

- a. A demonstration and performance was chosen for TPs 1 and 2 as it allows the instructor to explain and demonstrate safety precautions on the cadet air rifle, while providing an opportunity for the cadets to practice under supervision.
- b. An interactive lecture was chosen for TP 3 to orient the cadets to the safety regulations of the Daisy 853C Air rifle and generate interest in the subject.

7. **Reference:** A0-027 A-CR-CCP-177/PT-001 DCdts 3. (2001). *Canadian cadet movement: Cadet marksmanship programme reference manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**

- a. Presentation aids (i.e., whiteboard / flip chart / OHP / multimedia projector) appropriate for the training area,
- b. Cadet air rifle,
- c. Safety glasses / goggles,
- d. Air rifle case, and
- e. Safety rod.

9. **Learning Aids:**

- a. Cadet air rifle,
- b. Safety glasses / goggles, and
- c. Safety rod.

10. **Test Details:** Assessment of this EO will occur during EO M106.05 (Participate in Marksmanship Familiarization Using the Cadet Air Rifle), where cadets are required to successfully complete the Cadet Air Rifle Handling Test prior to firing.

11. **Remarks:**

- a. The instructor must ensure that the sequencing for the demonstration is done correctly since the cadet must mirror their actions.
- b. The optimal ratio of air rifles to cadets is 2:1.
- c. Instructors are encouraged to familiarize themselves with the video A-CR-CCP-177/PV-002, *Air Rifle Marksmanship*.

EO M106.03

1. **Performance:** Apply Basic Marksmanship Techniques
2. **Conditions:**
 - a. Given:
 - (1) Cadet air rifle;
 - (2) Marksmanship mat;
 - (3) Safety glasses / goggles;
 - (4) Supervision; and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Air rifle range constructed IAW Chapter 1 Section 8 of A-CR-CCP-177/PT-001.
3. **Standard:** IAW A-CR-CCP-177/PT-001, the cadet shall apply basic marksmanship techniques, to include:
 - a. Adopting the prone position;
 - b. Basic holding;
 - c. Basic aiming;
 - d. Loading;
 - e. Firing; and
 - f. Unloading.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Explain, demonstrate, and have the cadets adopt the prone position, as follows:</p> <ol style="list-style-type: none"> a. position is natural, without strain, comfortable, and stable; b. body should form an angle with the line of sight; c. spine should remain straight; d. left leg should be parallel with the spine; e. right foot should turn out and point to the right; f. left foot should either be straight or point towards the right; and g. right knee should form an angle with the left leg. 	Demonstration and Performance	5 min	A0-027 (p. 2-7)

TP	Description	Method	Time	Refs
TP2	<p>Explain, demonstrate, and have the cadets hold the cadet air rifle, in that the:</p> <ul style="list-style-type: none"> a. left elbow should be positioned slightly to the left of the rifle; b. left hand must rest firmly against the sling swivel, and the fingers should be relaxed and not grip the fore end; c. right hand should slightly grip the small of the butt with constant pressure; d. right thumb should be placed on the stock directly behind the rear sight or around the small of the butt; e. right elbow should rest naturally where it falls, a comfortable distance from the rifle; f. the shoulders should be straight and form right angles with the spine; g. the butt plate is kept firmly in the hollow of the right shoulder; and h. the head rests comfortably on the stock and remains straight. <p>Note: When the face is placed on the butt, the cadet should be looking directly through the sights. If this is not the case, their position should be modified.</p>	Demonstration and Performance	5 min	A0-027 (pp. 2-7 - 2-8)
TP3	<p>Explain, demonstrate, and have the cadets aim the cadet air rifle, as follows:</p> <ul style="list-style-type: none"> a. the aiming process, including: <ul style="list-style-type: none"> (1) adopting a comfortable position; and (2) ensuring proper body alignment with the target; b. sight alignment; and c. sight picture. 	Demonstration and Performance	5 min	A0-027 (p. 2-11)
TP4	<p>Explain, demonstrate, and have the cadets (dry fire) practice the actions required on the command "Relay, load, commence firing" on the cadet air rifle, as follows:</p> <ul style="list-style-type: none"> a. ensuring the safety catch is in the ON position; b. pumping the cadet air rifle, pausing for three seconds when the pump is fully extended; c. simulating loading the pellet (flat end forward); 	Demonstration and Performance	15 min	A0-027 (p. 2-16)

TP	Description	Method	Time	Refs
	<ul style="list-style-type: none"> d. closing the bolt; e. placing the safety catch in the OFF position; f. aiming the cadet air rifle at the target; g. squeezing the trigger; h. opening the bolt; i. repeating the sequence for each shot; j. immediately after firing the practice, placing the safety catch in the ON position, and partially opening the pump lever; and k. laying down the rifle. 			
TP5	<p>Explain, demonstrate, and have the cadets practice the actions required on the command "Relay, unload and prepare for inspection" on the cadet air rifle, as follows:</p> <ul style="list-style-type: none"> a. picking up the rifle; b. removing the five pellet clip if used; c. pumping the rifle; d. closing the bolt; e. placing the safety catch in the OFF position; f. aiming the rifle at the target; g. pulling the trigger; h. opening the bolt; i. placing the safety catch in the ON position; j. opening the pump lever 5-8 cm; k. placing the rifle over the shoulder, muzzle pointed down range; l. waiting to be cleared by the RSO; and m. laying the rifle down. <p>Note: Cadets will be required to perform these skills during the Cadet Air Rifle Handling Test.</p>	Demonstration and Performance	20 min	A0-027 (p. 2-16)

5. **Time:**

- | | |
|-----------------------------------|--------|
| a. Introduction / Conclusion: | 10 min |
| b. Demonstration and Performance: | 50 min |
| c. Total: | 60 min |

6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate basic marksmanship techniques, while providing an opportunity for the cadets to practice under supervision.

7. **Reference:** A0-027 A-CR-CCP-177/PT-001 DCdts 3. (2001). *Canadian cadet movement: Cadet marksmanship programme reference manual*. Ottawa, ON: Department of National Defence.
8. **Training Aids:**
 - a. Presentation aids (i.e., whiteboard / flipchart / OHP / multimedia projector) appropriate for the training area; and
 - b. Cadet air rifle.
9. **Learning Aids:** Cadet air rifle.
10. **Test Details:** Assessment of this EO will occur during EO M106.05 (Participate in Marksmanship Familiarization Using the Cadet Air Rifle), where cadets are required to successfully complete the Cadet Air Rifle Handling Test prior to firing.
11. **Remarks:** Instructors are encouraged to familiarize themselves with the video A-CR-CCP-177/PV-002, *Air Rifle Marksmanship*.

EO M106.04

1. **Performance:** Follow Rules and Commands on an Air Rifle Range
2. **Conditions:**
 - a. Given:
 - (1) Cadet air rifle;
 - (2) Range Standing Orders;
 - (3) Marksmanship mat;
 - (4) Safety glasses / goggles;
 - (5) Supervision; and
 - (6) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Air rifle range constructed IAW Chapter 1 Section 8 of A-CR-CCP-177/PT-001.
3. **Standard:** IAW A-CR-CCP-177/PT-001, the cadet shall:
 - a. Follow rules on the range; and
 - b. Follow commands on the range.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Explain rules cadets must follow on the range, to include:</p> <ol style="list-style-type: none"> a. rifles will be safety checked (proved) when picked up, handed to, or received from another person; b. rifles are never pointed at any person; c. safety rods shall be inserted into the barrels of rifles when not in use on the range; d. horseplay is forbidden on the range; e. rifles, whether loaded or not, will always be pointed down range; f. eating is not permitted on or near the range or around the pellets; g. all personnel shall read or be briefed on the contents of the Range Standing Orders; and h. the RSO's directions and orders are to be obeyed at all times. 	Interactive Lecture	10 min	Local Range Standing Orders

TP	Description	Method	Time	Refs
	Note: The instructor will read pertinent sections of local Range Standing Orders during this period.			
TP2	<p>Explain, demonstrate, and have the cadets practice (dry fire) responding to the following range commands:</p> <ol style="list-style-type: none"> a. cover off your firing point; b. place your equipment down and stand back; c. adopt the prone position; d. "G.R.I.T", in that GRIT is the acronym for: <ol style="list-style-type: none"> (1) group (relay); (2) range; (3) indication; and (4) type of fire; e. Relay, load, commence firing; f. Relay, cease fire; g. Relay, resume fire; h. Relay, unload and prepare for inspection; i. Relay, stand up; j. Change targets; and k. Change relays. <p>Note: The information in this TP should be reviewed prior to any cadet participating in a range practice.</p>	Demonstration and Performance	15 min	A0-027 (p. 1-8-4)

5. **Time:**

a.	Introduction / Conclusion:	5 min
b.	Interactive Lecture:	10 min
c.	Demonstration and Performance:	15 min
d.	Total:	30 min

6. **Substantiation:**

- a. An interactive lecture was chosen for TP 1 to orient the cadets to the rules to be followed on a range and generate interest in the subject.
- b. A demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate responding to range commands, while providing an opportunity for the cadets to practice under supervision.

7. **References:** A0-027 A-CR-CCP-177/PT-001 DCdts 3. (2001). *Canadian cadet movement: Cadet marksmanship programme reference manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**
 - a. Presentation aids (i.e., whiteboard / flipchart / OHP / multimedia projector) appropriate for the training area;
 - b. Local range standing orders;
 - c. Cadet air rifle;
 - d. Safety glasses / goggles; and
 - e. Cadet air rifle safety rod.
9. **Learning Aids:**
 - a. Cadet air rifle;
 - b. Safety glasses / goggles; and
 - c. Cadet air rifle safety rod.
10. **Test Details:** Assessment of this EO will occur during EO M106.05 (Participate in Marksmanship Familiarization Using the Cadet Air Rifle), where cadets are required to successfully complete the Cadet Air Rifle Handling Test prior to firing.
11. **Remarks:** Instructors are encouraged to familiarize themselves with the video A-CR-CCP-177/PV-002, *Air Rifle Marksmanship*.

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EO M106.05

1. **Performance:** Participate in Marksmanship Familiarization Using the Cadet Air Rifle
2. **Conditions:**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Air rifle pellets,
 - (3) Target frame,
 - (4) Target,
 - (5) Marksmanship mat,
 - (6) Safety glasses / goggles,
 - (7) Supervision, and
 - (8) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Air rifle range constructed IAW Part 1, Section 8 of A-CR-CCP-177/PT-001.
3. **Standard:** The cadet shall participate in marksmanship familiarization using the cadet air rifle.
4. **Teaching Points:**
 - a. Conduct a range briefing, to include:
 - (1) explaining pertinent sections of range standing orders;
 - (2) reviewing general rules observed on all ranges;
 - (3) reviewing commands used on an air rifle range;
 - (4) describing the layout of the range;
 - (5) reviewing hand-washing procedures upon completion of firing;
 - b. Conduct the Cadet Air Rifle Handling Test using the form located at Chapter 3, Annex C.
 - c. Supervise the cadets' participation in a familiarization marksmanship.
 - d. Review the recreational marksmanship program with the cadets and help them identify any targets that may contribute towards recognition under the recreational marksmanship program.
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Practical Activity:	80 min
c. Total:	90 min
6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to experience marksmanship familiarization in a safe and controlled environment. This activity contributes to the development of marksmanship skills and knowledge in a fun and challenging setting.

7. **References:**

- a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian cadet movement: Cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.
- b. A0-041 CATO 14-41 Director Cadets 4. (2007). *Marksmanship, rifles, and ammunitions*. Ottawa, ON: Department of National Defence.

8. **Training Aids:** Pen / pencil.

9. **Learning Aids:**

- a. Cadet air rifle,
- b. Air rifle pellets,
- c. Target frame,
- d. Target,
- e. Marksmanship mat, and
- f. Safety glasses / goggles.

10. **Test Details:** Nil.

11. **Remarks:**

- a. The RSO shall ensure that all rules and procedures are strictly adhered to.
- b. Cadets shall successfully complete the air rifle handling test prior to firing pellets (or felt cleaning pellets) on a cadet air rifle range.

EO C106.01

1. **Performance:** Participate in a Recreational Marksmanship Activity
2. **Conditions:**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Air rifle pellets,
 - (3) Target frame,
 - (4) Target,
 - (5) Marksmanship mat,
 - (6) Safety glasses / goggles,
 - (7) Supervision, and
 - (8) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Air rifle range constructed IAW Part 1, Section 8 of A-CR-CCP-177/PT-001.
3. **Standard:** The cadet shall participate in a recreational marksmanship activity.
4. **Teaching Points:**
 - a. Conduct a range briefing, to include:
 - (1) explaining pertinent sections of range standing orders;
 - (2) reviewing general rules observed on all ranges;
 - (3) reviewing commands used on an air rifle range;
 - (4) describing the layout of the range; and
 - (5) reviewing hand-washing procedures on completion of firing.
 - b. Supervise the cadet's participation in a recreational marksmanship activity, choosing from the following categories:
 - (1) classification
 - (2) fun activities,
 - (3) timed activities, and
 - (4) competitive team / individual activities.
5. **Time:**
 - a. Introduction / Conclusion: 10 min
 - b. Practical Activity: 80 min
 - c. Total: 90 min

6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to experience recreational marksmanship in a safe and controlled environment. This activity contributes to the development of marksmanship skills and knowledge in a fun and challenging setting.
7. **References:**
 - a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian cadet movement: Cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.
 - b. A0-041 CATO 14-41 Director Cadets 4. (2007). *Marksmanship, rifles, and ammunitions*. Ottawa, ON: Department of National Defence.
8. **Training Aids:**
 - a. Scoring plug,
 - b. Stopwatch, and
 - c. Pen / pencil.
9. **Learning Aids:**
 - a. Cadet air rifle,
 - b. Air rifle pellets,
 - c. Target frame,
 - d. Target,
 - e. Marksmanship mat, and
 - f. Safety glasses / goggles.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. The RSO shall ensure that all rules and procedures are strictly adhered to.
 - b. Cadets shall successfully complete the air rifle handling test prior to firing pellets (or felt cleaning pellets) on a cadet air rifle range.

EO C106.02

1. **Performance:** Clean and Store the Cadet Air Rifle
2. **Conditions:**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Air rifle case,
 - (3) Air rifle cleaning kit,
 - (4) Air rifle safety rod,
 - (5) Supervision, and
 - (6) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Air rifle range constructed IAW Part 1, Section 8 of A-CR-CCP-177/PT-001.
3. **Standard:** IAW A-CR-CCP-177/PT-001, the cadet shall:
 - a. clean the cadet air rifle, to include:
 - (1) before firing by firing two to three felt cleaning pellets; and
 - (2) after firing by firing two to three felt cleaning pellets; and
 - b. store the cadet air rifle.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain and demonstrate the procedures for cleaning the cadet air rifle, to include: <ol style="list-style-type: none"> a. the importance of cleaning the air rifle, b. cleaning procedure for the air rifle, and c. when to clean the air rifle, to include: <ol style="list-style-type: none"> (1) before firing; (2) after firing; and (3) periodically. 	Demonstration	15 min	A0-027 (pp. 1-10-1 – 1-10-2)
TP2	Explain and demonstrate the sequence for storing the air rifle, to include: <ol style="list-style-type: none"> a. cocking the action (bolt forward); b. sliding the safety rod into the barrel; c. placing the rifle in the case in the direction of the arrow on the case; 	Demonstration and Performance	10 min	A0-027 (p. 1-3-2)

TP	Description	Method	Time	Refs
	d. confirming the pumping handle is partially open; e. confirming the safety catch is ON; f. closing the case; and g. ensuring the case is pointed in a safe direction.			

5. **Time:**

- | | | |
|----|--------------------------------|--------|
| a. | Introduction / Conclusion: | 5 min |
| b. | Demonstration and Performance: | 10 min |
| c. | Demonstration: | 15 min |
| d. | Total: | 30 min |

6. **Substantiation:**

- A demonstration was chosen for TP1 as it allows the instructor to demonstrate the procedures for cleaning the cadet air rifle.
- A demonstration and performance was chosen for TP2 as it allows the instructor to explain and demonstrate cleaning and storing the rifle while providing an opportunity for the cadets to practice under supervision.

7. **Reference:** A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian cadet movement: Cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.8. **Training Aids:**

- Presentation aids (i.e., whiteboard / flipchart / OHP / multimedia projector) appropriate for the training area,
- Cadet air rifle,
- Air rifle case,
- Air rifle safety rod, and
- Air rifle cleaning kit.

9. **Learning Aids:**

- Cadet air rifle,
- Air rifle case, and
- Air rifle safety rod.

10. **Test Details:** Nil.11. **Remarks:** Nil.

PO 107

1. **Performance:** Serve in an Air Cadet Squadron
2. **Conditions:**
 - a. Given:
 - (1) Air Cadet uniform,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** The cadet will serve in an air cadet squadron, to include:
 - a. identifying proficiency level one training opportunities;
 - b. identifying air cadet and RCAF officer ranks;
 - c. paying compliments;
 - d. stating the aim and motto of the Air Cadet program;
 - e. wearing the cadet uniform; and
 - f. identifying year one summer training opportunities.
4. **Remarks:** Nil.
5. **Complementary Material:** Complementary material associated with PO 107 is designed to enhance the cadet's participation in their cadet squadron, specifically:
 - a. EO C107.01 (Maintain the Air Cadet Uniform),
 - b. EO C107.02 (Identify the RCAF NCM Rank Structure),
 - c. EO C107.03 (Tour the Cadet Squadron), and
 - d. EO C107.04 (Participate in an Activity about the History of the Cadet Squadron).

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EO M107.01

1. **Performance:** Discuss Year One Training
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall discuss year one training.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Explain proficiency level one subject areas and performance objectives, to include:</p> <ol style="list-style-type: none"> a. training common to the sea, air and air elements of the CCO, to include: <ol style="list-style-type: none"> (1) Positive Social Relations for Youth, (2) citizenship, (3) community service, (4) leadership, (5) personal fitness and healthy living, (6) physical activities, (7) air rifle marksmanship, (8) general cadet knowledge, and (9) drill and ceremonial; and b. air elemental training, to include: <ol style="list-style-type: none"> (1) CF familiarization, (2) Canadian aviation, aerospace, aerodrome operations and aircraft manufacturing and maintenance community familiarization, (3) aviation, (4) aerospace, (5) aerodrome operations, (6) aircraft manufacturing and maintenance, and (7) aircrew survival. 	Interactive Lecture	15 min	A3-029

TP	Description	Method	Time	Refs
TP2	Discuss squadron optional training, to include: <ul style="list-style-type: none"> a. cultural education / travel; b. music, to include: <ul style="list-style-type: none"> (1) military, and (2) pipes and drums; and c. summer and winter biathlon, d. first-aid, e. drill team, f. ground school, and g. other opportunities as resources allow. 	Interactive Lecture	10 min	A3-029

5. **Time:**

- a. Introduction / Conclusion: 5 min
- b. Interactive Lecture: 25 min
- c. Total: 30 min

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to year one training and optional training opportunities at the squadron.

7. **References:** A3-029 CATO 51-01 Director Cadets 3. (2006). *Air cadet program outline*. Ottawa, ON: Department of National Defence.

8. **Training Aids:** Presentation aids (i.e., whiteboards / flipcharts / OHP / multimedia projector) appropriate for training area.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:**

- a. This lesson should follow EO M103.02 (Map Personal Goals for the Training Year).
- b. This lesson should be scheduled at the beginning of the training year.

EO M107.02

1. **Performance:** Identify Air Cadet and RCAF Officer Ranks
2. **Conditions:**
 - a. Given:
 - (1) Supervision; and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall identify:
 - a. Air cadet ranks; and
 - b. RCAF officer ranks.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify air cadet ranks, to include: <ol style="list-style-type: none"> a. Leading Air Cadet (LAC); b. Corporal (Cpl); c. Flight Corporal (FCpl); d. Sergeant (Sgt); e. Flight Sergeant (FSgt); f. Warrant Officer Second Class (WO2); and g. Warrant Officer First Class (WO1). 	Interactive Lecture	5 min	A0-149
TP2	Conduct an air cadet ranks activity.	In-Class Activity	5 min	
TP3	Identify RCAF officer ranks, to include: <ol style="list-style-type: none"> a. the subordinate officer, being an Officer Cadet (OCdt); b. junior officers, to include: <ol style="list-style-type: none"> (1) Second Lieutenant (2Lt); (2) Lieutenant (Lt); and (3) Captain (Capt); c. senior officers, to include: <ol style="list-style-type: none"> (1) Major (Maj); (2) Lieutenant Colonel (LCol); and (3) Colonel (Col); and 	Interactive Lecture	10 min	A3-005

TP	Description	Method	Time	Refs
	d. general officers, to include: (1) Brigadier General (BGen); (2) Major General (MGen); (3) Lieutenant General (LGen); and (4) General (Gen).			
TP4	Conduct an RCAF officer ranks activity.	In-Class Activity	5 min	

5. **Time:**

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min |
| b. | Interactive Lecture: | 15 min |
| c. | In-Class Activity: | 10 min |
| d. | Total: | 30 min |

6. **Substantiation:**

- An interactive lecture was chosen for TPs 1 and 3 as it allows the instructor to present the information.
- An in-class activity was chosen for TPs 2 and 4 as it is a fun and interesting way to measure the cadets' comprehension of the material.

7. **References:**

- A0-149 CATO 13-02 Director Cadets 4. (2009). *Cadet rank promotions*. Ottawa, ON: Department of National Defence.
- A3-005 QR&O 3.01 Department of National Defence. (2006). *QR&O 3.01: Ranks and designation of rank*. In *Queens Regulations and Orders for the Canadian Forces (Ch 3, Section 1)*. Ottawa, ON.

8. **Training Aids:**

- Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for the training area;
- Air cadet rank badges / slip-ons; and
- RCAF officer rank slip-ons.

9. **Learning Aids:** Air cadet rank badges / slip-ons.10. **Test Details:** Nil.11. **Remarks:** Nil.

EO M107.03

1. **Performance:** Observe Rules and Procedures for the Paying of Compliments
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall observe rules and procedures for the paying of compliments, to include:
 - a. addressing cadet NCOs and subordinate officers;
 - b. addressing commissioned officers;
 - c. entering and leaving an office; and
 - d. paying compliments on other occasions.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the procedures for addressing a cadet NCO or subordinate officer: <ol style="list-style-type: none"> a. standing at the position of attention after approaching the NCO / subordinate officer; b. not saluting, as NCOs / subordinate officers do not hold a commission; c. addressing the NCO / subordinate officer by rank and surname and subsequently by rank (LAC – FSgt) or sir / ma’am (WO2 and WO1) throughout the conversation; and d. remaining at the position of attention for the duration of the conversation. 	Interactive Lecture	10 min	A0-002 (pp. 1-2-2 – 1-2-3)
TP2	Explain the procedures for addressing a commissioned officer: <ol style="list-style-type: none"> a. standing at the position of attention after approaching the officer; b. saluting IAW <i>The Canadian Forces Manual of Drill and Ceremonial</i>; c. addressing the officer by rank and surname and subsequently by sir or ma’am throughout the conversation; 	Interactive Lecture	5 min	A0-002 (pp. 1-2-2 – 1-2-3)

TP	Description	Method	Time	Refs
	<ul style="list-style-type: none"> d. remaining at the position of attention for the duration of the conversation unless otherwise directed by the commissioned officer; and e. saluting when the conversation is complete. 			
TP3	<p>Explain the regulations for paying compliments inside a building:</p> <ul style="list-style-type: none"> a. cadets shall salute indoors only if the following conditions apply: <ul style="list-style-type: none"> (1) on parade, (2) ceremonial occasion, or (3) when entering and leaving offices; b. when entering an office the cadet shall: <ul style="list-style-type: none"> (1) stand at the position of attention at the doorway; (2) salute if wearing headdress and the office occupant holds a commission; and (3) ask permission to enter; c. when leaving an office the cadet shall: <ul style="list-style-type: none"> (1) stand at the position of attention at the doorway; (2) salute if wearing headdress and the office occupant holds a commission; and (3) depart; d. cadets will turn their head and offer a polite greeting when meeting an officer in a common area; and e. it is not normally customary to wear headdress inside a building, other than an armouries or drill hall. 	Interactive Lecture	5 min	A0-002 (pp. 1-2-3 – 1-2-4)
TP4	<p>Explain other occasions to pay compliments, to include when:</p> <ul style="list-style-type: none"> a. the Canadian or another foreign national anthem is played; b. the Royal Anthem is played; c. recognizing a commissioned officer who is not in uniform; d. the national flag is being raised and lowered; 	Interactive Lecture	5 min	A0-002 (pp. 1-2-3 – 1-2-4)

TP	Description	Method	Time	Refs
	e. the ensign is being lowered and raised; f. boarding and upon disembarking any of Her Majesty's Canadian ships or those of a foreign service, cadets shall pay compliments to the quarterdeck; and g. when in civilian clothing compliments are paid by doffing a cap / hat.			

5. **Time:**

- | | |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 5 min |
| b. Interactive Lecture: | 25 min |
| c. Total: | 30 min |

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient them to the various procedures for addressing NCOs, subordinate officers and commissioned officers and for paying compliments.

7. **References:** A0-002 A-DH-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: The Department of National Defence.

8. **Training Aids:** Presentation aids (i.e., whiteboard / flipchart / OHP / multimedia projector) appropriate for training area.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

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EO M107.04

1. **Performance:** State the Aim and Motto of the Air Cadet Program
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. state the mission and vision of the cadet program;
 - b. state the aim of the Air Cadet Program; and
 - c. state the motto of the Air Cadet Program.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	State the mission of the cadet program.	Interactive Lecture	5 min	A0-010
TP2	State the vision of the cadet program.	Interactive Lecture	5 min	A0-010
TP3	Describe the aim of the cadet program, to include: <ol style="list-style-type: none"> a. develop in youth the attributes of good citizenship and leadership; b. promote physical fitness; and c. stimulate the interest of youth in the sea, land and air activities of the Canadian Forces. 	Interactive Lecture	10 min	A0-010
TP4	State the motto of the air cadet program.	Interactive Lecture	5 min	C2-040

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Interactive Lecture: 25 min
 - c. Total: 30 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to the aim and motto of the Air Cadet Program.

7. **References:**

- a. A0-010 CATO 11-03 Director Cadets 3. (2006). *Cadet program mandate*. Ottawa, ON: Department of National Defence.
- b. C2-040 The Air Cadet League of Canada. (2006). *Policy 3.1: aim of the Canadian cadet organizations*. Retrieved 25 May, 2006, from http://www.aircadetleague.ca/templates/pdf/refmanual/english/pol_3_1.pdf

8. **Training Aids:** Presentation aids (i.e., whiteboards / flipcharts / OHP / multimedia projector) appropriate for the training area.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO M107.05

1. **Performance:** Wear the Air Cadet Uniform
2. **Conditions:**
 - a. Given:
 - (1) Wedge;
 - (2) Wedge insignia;
 - (3) Wide brimmed summer hat;
 - (4) Toque;
 - (5) Short sleeve shirt;
 - (6) Necktie;
 - (7) Light blue cotton shirt;
 - (8) Turtleneck sweater;
 - (9) Jacket with belt;
 - (10) All-season jacket;
 - (11) Grey sports t-shirt;
 - (12) Black gloves;
 - (13) Nametag;
 - (14) Trousers;
 - (15) Black belt;
 - (16) Grey sports shorts;
 - (17) Boots;
 - (18) Running shoes;
 - (19) Grey wool socks;
 - (20) Squadron shoulder badges;
 - (21) Supervision; and
 - (22) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard:** IAW CATO 55-04 *Air Cadet Dress Instructions*, the cadet shall wear the air cadet uniform, to include:
- a. wearing headdress correctly;
 - b. wearing clothing on the upper body correctly, to include:
 - (1) ensuring upper body items are pressed correctly;
 - (2) ensuring the slip-ons and name tag are worn IAW the reference; and
 - (3) ensuring seasonal clothing are worn appropriately;
 - c. wearing clothing on the lower body correctly, to include:
 - (1) ensuring trousers are pressed correctly; and
 - (2) ensuring the belt is worn correctly;
 - d. wearing footwear correctly, to include:
 - (1) ensuring the boots are shone and tied correctly; and
 - (2) ensuring correct socks are worn IAW the reference;
 - e. ensuring squadron shoulder badges and rank badges are worn IAW the reference;
 - f. ensuring hair is neatly groomed and styled IAW the reference;
 - g. wearing only the jewellery that is permitted;
 - h. conforming to body adornment rules (i.e., make up, piercing); and
 - i. wearing civilian clothing IAW the reference.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the correct manner in which to wear headdress, to include: <ol style="list-style-type: none"> a. the wedge; b. the wedge insignia; c. the wide brimmed tan summer hat; and d. the toque. 	Interactive Lecture	5 min	A3-006 (p. 10)
TP2	Explain the correct manner to wear and care for clothing articles on the upper body, to include: <ol style="list-style-type: none"> a. short sleeve shirt; b. necktie; c. light blue cotton t-shirt; d. turtleneck sweater; e. cadet jacket with cloth belt; f. all-season jacket; 	Interactive Lecture	10 min	A3-006 (pp. 5 and 10-13)

TP	Description	Method	Time	Refs
	<ul style="list-style-type: none"> g. rank slip-ons; h. grey sports t-shirt; i. black wool gloves; and j. nametag. 			
TP3	<p>Explain the correct manner to wear and care for the trousers and shorts, to include:</p> <ul style="list-style-type: none"> a. the trousers shall be steam pressed without starch so as to have creases down the centre of each leg in the front and the back; b. the trousers shall be worn with the black belt; and c. the grey sports shorts shall be worn as directed by the squadron or CSTC CO. 	Interactive Lecture	5 min	A3-006 (pp. 12-13)
TP4	<p>Explain the correct manner to wear and care for footwear, to include:</p> <ul style="list-style-type: none"> a. general guidelines for polishing the boots, to include: <ul style="list-style-type: none"> (1) using a polish cloth wrapped around the index finger; (2) applying a moderate amount of polish to the cloth; (3) applying the polish in a circular motion to the area being polished; (4) starting with large circles to cover the area with polish; (5) using smaller circles as the polish gets worked into the boot; (6) continuing to work in a circular motion until the circles formed by the polish are no longer visible; and (7) the whole boot is to be polished, not just the toe; b. lacing and tying the boots: <ul style="list-style-type: none"> (1) boots are to be laced straight across; (2) when the boots are tied the laces are to be tucked inside the boots; (3) boots should not be tied too tightly; and (4) insoles will make the boots more comfortable; 	Interactive Lecture	10 min	A3-006 (p. 13)

TP	Description	Method	Time	Refs
	<ul style="list-style-type: none"> c. running shoes shall be worn as directed by the squadron or CSTC CO; and d. grey wool socks shall be worn with boots and athletic socks shall be worn with running shoes. 			
TP5	<p>Explain the placement of air cadet badges that are applicable to the year one cadet, to include:</p> <ul style="list-style-type: none"> a. squadron shoulder badges; and b. rank badges. 	Interactive Lecture	10 min	A3-006 (p. D2-1/1, D3-2/2, D4-4/4, 9/26)
TP6	<p>Explain the following related to personal appearance while in uniform:</p> <ul style="list-style-type: none"> a. general appearance; b. hairstyle, to include: <ul style="list-style-type: none"> (1) general appearance; (2) male hairstyle; (3) sideburns; (4) moustache; and (5) female hairstyles; c. make-up; d. jewellery; e. tattoos and piercings; f. accessories, to include: <ul style="list-style-type: none"> (1) civilian pattern backpack; and (2) purse; g. eyeglasses/sunglasses; h. carrying of articles; i. civilian clothing; and j. general deportment. 	Interactive Lecture	10 min	A3-006 (pp. 7 and 13-17) A0-001

5. **Time:**

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture: | 50 min |
| c. | Total: | 60 min |

6. **Substantiation:** An interactive lecture was chosen for this lesson as it allows the instructor to present the material to the cadets.

7. **References:**

- a. A3-006 Cadets Canada. (2011). *CATO 55-04: Royal Canadian Air Cadet Dress Instructions*. In Cadet Administrative and Training Orders Vol. 5). Ottawa. ON.

- b. A0-001 A-AD-265-000/AG-001 DHH 3-2. (2001). *Canadian Forces Dress Instructions*. Ottawa, ON.

8. **Training Aids:**

- a. presentation aids (i.e., whiteboards / flipcharts / OHP / multimedia projector) appropriate for training area;
- b. cadet uniform;
- c. cadet rank slip-ons;
- d. squadron shoulder badges; and
- e. rank badges.

9. **Learning Aids:**

- a. cadet uniform;
- b. cadet rank slip-ons;
- c. squadron shoulder badges; and
- d. rank badges.

10. **Test Details:** Nil.

11. **Remarks:**

- a. This lesson should be delivered when the cadets are issued their uniform.
- b. Consider utilizing senior cadets to demonstrate the various orders of dress.

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EO M107.06

1. **Performance:** Discuss Summer Training Opportunities
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall discuss summer training opportunities, to include:
 - a. General Training (GT), and
 - b. summer training areas of interest.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss General Training (GT), to include: <ol style="list-style-type: none"> a. two weeks in duration; b. the locations where it is held, to include: <ol style="list-style-type: none"> (1) Whitehorse, YT; (2) Albert Head, BC; (3) Penhold, AB; (4) Trenton, ON; (5) Bagotville, QC; and (6) Greenwood, NS; c. training, to include: <ol style="list-style-type: none"> (1) citizenship; (2) leadership; (3) physical activities; (4) air rifle marksmanship; (5) general cadet knowledge; (6) drill and ceremonial; (7) music; (8) aviation; (9) aerospace; (10) aerodrome operations; 	Interactive Lecture	15 min	A0-096

TP	Description	Method	Time	Refs
	<p>(11) aircraft manufacturing and maintenance; and</p> <p>(12) aircrew survival.</p>			
TP2	<p>Introduce the summer training program areas, to include:</p> <p>a. aviation, which includes:</p> <p>(1) Basic Aviation</p> <p>(2) Advanced Aviation;</p> <p>(3) Glider Power Scholarship; and</p> <p>(4) Power Pilot Scholarship;</p> <p>b. leadership, which includes:</p> <p>(1) Basic Leadership; and</p> <p>(2) Leadership and Ceremonial Instructor;</p> <p>c. survival, which includes:</p> <p>(1) Basic Survival; and</p> <p>(2) Survival Instructor;</p> <p>d. aviation technology and aerospace, which includes:</p> <p>(1) Basic Aviation Technology and Aerospace;</p> <p>(2) Advanced Aerospace;</p> <p>(3) Advanced Aviation Technology – Airport Operations; and</p> <p>(4) Advanced Aviation Technology – Aircraft Maintenance;</p> <p>e. fitness and sports, which includes:</p> <p>(1) Basic Fitness and Sports; and</p> <p>(2) Fitness and Sports Instructor;</p> <p>f. air rifle marksmanship, which includes:</p> <p>(1) Air Rifle Marksmanship Instructor; and</p> <p>g. military band, which includes:</p> <p>(1) Military Band Basic Musician;</p> <p>(2) Military Band Intermediate Musician; and</p> <p>(3) Military Band Advanced Musician;</p>	Interactive Lecture	10 min	A0-096 A3-029 A3-061 A3-192

TP	Description	Method	Time	Refs
	h. pipe band, which includes: (1) Pipe Band Basic Musician; (2) Pipe Band Intermediate Musician; and (3) Pipe Band Advanced Musician; and i. trips and exchanges, which includes: (1) Oshkosh Trip; and (2) International Air Cadet Exchange.			

5. **Time:**

- | | |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 5 min |
| b. Interactive Lecture: | 25 min |
| c. Total: | 30 min |

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to General Training and generate an interest in future summer training opportunities.

7. **References:**

- a. A0-096 CATO 11-04 Director Cadets 2. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.
- b. A3-029 CATO 51-01 Director Cadets 3. (2006). *Air cadet program outline*. Ottawa, ON: Department of National Defence.
- c. A3-061 CATO 54-27 Director Cadets 4. (2007). *Power pilot scholarship program*. Ottawa: ON: Department of National Defence.
- d. A3-192 CATO 54-26 Director Cadets 4. (2007). *Glider Pilot Scholarship Program*. Ottawa, ON: Department of National Defence.

8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the training area.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** This EO should be scheduled to coincide when cadets are completing summer training applications.

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EO C107.01

1. **Performance:** Maintain the Air Cadet Uniform
2. **Conditions:**
 - a. Given:
 - (1) Air cadet uniform;
 - (2) Scissors;
 - (3) Ironing board;
 - (4) Iron;
 - (5) Black boot polish;
 - (6) Polish cloth;
 - (7) Old toothbrush;
 - (8) Hair elastics;
 - (9) Bobby pins;
 - (10) Hair nets;
 - (11) Hair spray;
 - (12) Supervision; and
 - (13) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** IAW CATO 55-04 *Air Cadet Dress Instructions*, the cadet shall maintain the air cadet uniform, to include:
 - a. ensuring the uniform is clean;
 - b. ensuring the footwear is clean and shone; and
 - c. ensuring the uniform is pressed.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the pressing cloth, to include: <ol style="list-style-type: none"> a. using a pressing cloth; and b. examples of items that can be used as a pressing cloth. 	Interactive Lecture	5 min	

TP	Description	Method	Time	Refs
TP2	<p>Demonstrate the correct method of care for the trousers, to include:</p> <ul style="list-style-type: none"> a. should be well pressed and free of dirt and lint at all times; b. a crease will extend down the centre of each leg in the front and the back; and c. each crease shall extend from the top of the leg to the bottom. 	Demonstration	5 min	A3-006 (pp. 12-13)
TP3	<p>Demonstrate the correct method of care for the short sleeve shirt, to include:</p> <ul style="list-style-type: none"> a. should be kept clean and pressed; b. the only crease to be in the shirt is to be down the centre of each sleeve starting at the centre of each epaulette; and c. the collar may be starched to prevent it from becoming limp. 	Demonstration	5 min	A3-006 (pp. 5 and 10-13)
TP4	<p>Demonstrate the correct method for care of the jacket, to include:</p> <ul style="list-style-type: none"> a. the sleeves will be roll-pressed with no creases; b. the belt should be even with no twists; c. the buckle is to be centred in front; and d. contents of the pockets should not bulge. 	Demonstration	5 min	A3-006 (pp. 5 and 10-13)
TP5	<p>Demonstrate general guidelines for the care for the boots, to include:</p> <ul style="list-style-type: none"> a. polishing the boots, to include: <ul style="list-style-type: none"> (1) using a polish cloth wrapped around the index finger; (2) applying a moderate amount of polish to the cloth; (3) applying the polish in a circular motion to the area being polished; (4) starting with large circles to cover the area with polish; (5) using smaller circles as the polish gets worked into the boot; and (6) continuing to work in a circular motion until circles formed by the polish are no longer visible. The whole boot is to be polished, not just the toe; and 	Demonstration	5 min	A3-006 (p.13)

TP	Description	Method	Time	Refs
	b. lacing the boots, to include: <ol style="list-style-type: none"> (1) lacing straight across; (2) tucking the laces inside the boots; and (3) boots should not be tied too tightly. 			
TP6	Demonstrate the correct method for wearing the hair, to include: <ol style="list-style-type: none"> a. the hair shall be neatly groomed and conservatively styled; b. the length, bulk and style of hair should not preclude the wearing of the wedge; c. style and colour shall not be bizarre, exaggerated or of unusual appearance; d. hair must be secured or styled back to reveal the face. Any accessories used to secure or control hairstyles shall be unobtrusive; e. male cadets' hair shall be taper trimmed at the back, sides, and above the ears to blend with the hairstyle; f. hair shall not touch the ears or fall below the top of the eyebrows when the wedge is removed; g. sideburns shall not extend below a line horizontally bisecting the ear, and shall be squared off horizontally at the bottom edge and taper trimmed to conform to the overall hairstyle; h. female cadets' hair shall not extend below the lower edge of the shirt collar; i. braids shall be styled conservatively, tied tightly, and secured at the end by a knot or a small unadorned fastener; j. a single braid shall be worn in the centre of the back; and k. double braids shall be worn behind the shoulders. 	Demonstration	5 min	A3-006 (pp. 7 and 13-17) A0-001
TP7	Supervise and advise cadets as they practise maintaining the uniform, to include: <ol style="list-style-type: none"> a. trousers; b. short sleeved shirt; c. jacket; and d. boots. 	In-Class Activity	25 min	

TP	Description	Method	Time	Refs
	Cadets will demonstrate, and practise when possible, correct wear of the hair.			

5. **Time:**

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min |
| b. | Interactive Lecture: | 5 min |
| c. | Demonstration: | 25 min |
| d. | In-Class Activity: | 25 min |
| e. | Total: | 60 min |

6. **Substantiation:**

- An interactive lecture was chosen for TP 1 as it allows the instructor to present the material.
- A demonstration was chosen for TPs 2 – 6 as a practical way for the instructor to demonstrate the skills and care in maintaining the air cadet uniform.
- An-class activity was chosen for TP 7 to allow the cadets to practice the skills under supervision in a safe and controlled environment.

7. **References:**

- A3-006 Cadets Canada. (2011). *CATO 55-04: Royal Canadian Air Cadet Dress Instructions*. In *Cadet Administrative and Training Orders (Vol. 5)*. Ottawa. ON.
- A0-001 A-AD-265-000/AG-001 DHH 3-2. (2001). *Canadian Forces Dress Instructions*. Ottawa, ON.

8. **Training Aids:**

- Air cadet uniform;
- Scissors;
- Ironing board;
- Iron;
- Black boot polish;
- Polish cloth;
- Old toothbrush;
- Hair elastics;
- Bobby pins;
- Hair nets;
- Hair spray;
- Pictures of braids;

- m. Pictures of appropriate female hairstyles; and
- n. Pictures of male hairstyles.

9. **Learning Aids:**

- a. Air cadet uniform;
- b. Scissors;
- c. Ironing board;
- d. Iron;
- e. Black boot polish;
- f. Polish cloth;
- g. Old toothbrush;
- h. Hair elastics;
- i. Bobby pins;
- j. Hair nets;
- k. Hair spray;
- l. Pictures of braids;
- m. Pictures of appropriate female hairstyles; and
- n. Pictures of male hairstyles.

10. **Test Details:** Nil.

11. **Remarks:**

- a. This EO should be conducted once the cadets have been issued their uniform.
- b. This EO should be conducted after M107.05 (Wear the Air Cadet Uniform) has been delivered.
- c. Assistant instructors will be required for this lesson.

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EO C107.02

1. **Performance:** Identify the RCAF NCM Rank Structure
2. **Conditions:**
 - a. Given:
 - (1) Supervision; and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall identify the RCAF NCM rank structure.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe the RCAF NCM rank structure, to include: <ol style="list-style-type: none"> a. Private Recruit (Pte recruit); b. Private (Pte); c. Corporal (Cpl); d. Master Corporal (MCpl); e. Sergeant (Sgt); f. Warrant Officer (WO); g. Master Warrant Officer (MWO); and h. Chief Warrant Officer (CWO). 	Interactive Lecture	10 min	A3-008 A3-005
TP2	Conduct an RCAF NCM rank structure identification activity.	In-Class Activity	15 min	

5. **Time:**

a. Introduction / Conclusion:	5 min
b. Interactive Lecture:	10 min
c. In-Class Activity:	15 min
d. Total:	30 min
6. **Substantiation:**
 - a. An interactive lecture was chosen for TP 1 as a way to present the information to the cadets.
 - b. An in-class activity was chosen for TP 2 as it is a fun way to confirm the cadets' comprehension of the material.

7. **References:**

- a. A3-008 Department of National Defence. Retrieved 6 April 2006, from www.forces.gc.ca/site/Community/insignia/aira_e.asp#commisioner
- b. A3-005 QR&O 3.01 Department of National Defence. (2006). *QR&O 3.01: Ranks and designations of rank*. In Queen's Regulations and Orders for the Canadian Forces (Ch 3, Section 1), Ottawa, ON.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboards / flipcharts / OHP / multimedia projector) appropriate for the training area; and
- b. RCAF NCM rank slip-ons.

9. **Learning Aids:** RCAF NCM rank slip-ons.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO C107.03

1. **Performance:** Tour the Cadet Squadron
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** The cadet shall tour the squadron in order to:
 - a. identify key areas of the cadet squadron;
 - b. identify the cadet squadron staff; and
 - c. apply squadron rules and procedures.
4. **Teaching Points:** Conduct a tour of the facilities and introduce the cadets to the cadet squadron staff. Supervise the cadets, as they visit the following areas of the cadet squadron, and discuss information pertinent to each location:
 - a. parade square (protocols and respect),
 - b. classrooms,
 - c. break areas / canteen, to include:
 - (1) availability, and
 - (2) appropriate use;
 - d. washrooms,
 - e. communications areas (bulletin boards, sign up sheets),
 - f. Commanding Officer's office,
 - g. administration office,
 - h. training office,
 - i. supply areas, and
 - j. out of bounds areas.
5. **Time:**

a.	Introduction / Conclusion:	5 min
b.	In-Class Activity:	25 min
c.	Total:	30 min
6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way for cadets to learn about the facilities of their cadet squadron in a safe and controlled environment.

7. **References:** Nil.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:** Additional instructors can be used a tour guides.

EO C107.04

1. **Performance:** Participate in an Activity about the History of the Squadron
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in an activity on the history of the cadet squadron, to include:
 - a. formation of the cadet squadron,
 - b. significant cadet squadron developments, and
 - c. awards and accomplishments within the cadet squadron.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct a cadet squadron history learning station activity.	In-Class Activity	40 min	
TP2	Conduct a group discussion on what cadets have discovered about the history of their cadet squadron.	Group Discussion	10 min	

5. **Time:**

- | | |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 10 min |
| b. In-Class Activity: | 40 min |
| c. Group Discussion: | 10 min |
| d. Total: | 60 min |

6. **Substantiation:**

- a. An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest among cadets about the history of the squadron.
- b. A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers.

7. **References:** Nil.

- 8.
- Training Aids:**
- Presentation aids (Presentation aids (i.e., whiteboards / flipcharts / OHP / multimedia projector) appropriate for the training area.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.
11. **Remarks:** Information used by the instructor for the learning stations will depend on materials available at each squadron.

PO 108

1. **Performance:** Perform Drill Movements During an Annual Ceremonial Review
2. **Conditions:**
 - a. Given:
 - (1) Parade area,
 - (2) Words of command,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Drill hall or outdoor parade square in favourable weather
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet will participate as a member of a squadron in an Annual Ceremonial Review parade, to include:
 - a. fall in,
 - b. right dress,
 - c. inspection,
 - d. march past,
 - e. advance; and
 - f. dismissal.
4. **Remarks:**
 - a. A nightly opening and closing parade should be included in the routine of the squadron. The opening parade should be section level and include falling in, calling the roll, a drill practice, and falling out. The closing parade should include falling in, announcements, a drill practice including marching and wheeling, and falling out. The length of the parades will vary based on the facilities of the individual squadron.
 - b. A monthly Commanding Officer's Parade following the sequence of an Annual Ceremonial Review should be conducted in the place of an opening or closing parade. This will introduce cadets to the format of an Annual Ceremonial Review and provide practice of the requisite skills in sequence.
 - c. The development of drill proficiency is a progressive process. The order in which the EOs are listed follow this progression. Instructors are advised to teach the EOs in the order they are listed.
5. **Complementary Material:** Complementary material associated with PO 108 is designed to provide additional opportunities for squadrons with an interest in drill to develop cadets' skills in this area, specifically:
 - a. EO C108.01 (Execute Supplementary Drill Movements), and
 - b. EO C108.02 (Participate in a Drill Competition).

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EO M108.01

1. **Performance:** Adopt the Positions of Attention, Stand at Ease, and Stand Easy
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall adopt the following individual drill positions, to include:
 - a. attention,
 - b. stand at ease,
 - c. attention from stand at ease,
 - d. stand easy, and
 - e. stand at ease from stand easy.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets adopt the position of attention.	Demonstration and Performance	5 min	A0-002 (pp. 2-1–2-3)
TP2	Explain, demonstrate and have the cadets adopt the position of stand at ease.	Demonstration and Performance	5 min	A0-002 (p. 2-3)
TP3	Explain, demonstrate and have the cadets adopt the position of attention from stand at ease.	Demonstration and Performance	5 min	A0-002 (pp. 2-3–2-4)
TP4	Explain, demonstrate and have the cadets adopt the position of stand easy.	Demonstration and Performance	5 min	A0-002 (p. 2-5)
TP5	Explain, demonstrate and have the cadets adopt the position of stand at ease from stand easy.	Demonstration and Performance	5 min	A0-002 (p. 2-6)

5. **Time:**

- | | | |
|----|--------------------------------|--------|
| a. | Introduction / Conclusion: | 5 min |
| b. | Demonstration and Performance: | 25 min |
| c. | Total: | 30 min |

6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

7. **Reference:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

8. **Training Aids:** Nil.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.

EO M108.02

1. **Performance:** Execute a Salute at the Halt Without Arms
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute a salute to the front, left and right at the halt without arms.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets execute a salute to the front.	Demonstration and Performance	15 min	A0-002 (pp. 2-10-2-11)
TP2	Explain, demonstrate and have the cadets execute a salute to the right and to the left.	Demonstration and Performance	10 min	A0-002 (pp. 2-11-2-12)

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **Reference:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.

EO M108.03

1. **Performance:** Execute Turns at the Halt
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute turns at the halt, to include:
 - a. right turn,
 - b. left turn, and
 - c. about turn.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets execute a right turn.	Demonstration and Performance	10 min	A0-002 (pp. 2-12–2-13)
TP2	Explain, demonstrate and have the cadets execute a left turn.	Demonstration and Performance	5 min	A0-002 (p. 2-13)
TP3	Explain, demonstrate and have the cadets execute an about turn.	Demonstration and Performance	10 min	A0-002 (p. 2-13)

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **Reference:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Nil.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.

EO M108.04

1. **Performance:** Close to the Right and Left
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall close to the right and left.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets close to the right.	Demonstration and Performance	15 min	A0-002 (pp. 2-14-2-15)
TP2	Explain, demonstrate and have the cadets close to the left.	Demonstration and Performance	10 min	A0-002 (pp. 2-14-2-15)

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **Reference:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.

EO M108.05

1. **Performance:** Execute Paces Forward and to the Rear
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute paces forward and to the rear.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets execute paces forward.	Demonstration and Performance	15 min	A0-002 (pp. 2-16–2-17)
TP2	Explain, demonstrate and have the cadets execute paces to the rear.	Demonstration and Performance	10 min	A0-002 (p. 2-17)

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **Reference:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.

EO M108.06

1. **Performance:** Execute the Movements Required for a Right Dress
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute the movements required to dress (or dressing) a squad, to include:
 - a. right dress,
 - b. eyes front,
 - c. shoulder dressing, and
 - d. elbow dressing.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets execute a right dress.	Demonstration and Performance	10 min	A0-002 (pp. 2-18– 2-20)
TP2	Explain, demonstrate and have the cadets execute an eyes front.	Demonstration and Performance	5 min	A0-002 (p. 2-20)
TP3	Explain, demonstrate and have the cadets execute a shoulder dressing.	Demonstration and Performance	5 min	A0-002 (p. 2-20)
TP4	Explain, demonstrate and have the cadets execute an elbow dressing.	Demonstration and Performance	5 min	A0-002 (p. 2-20)

5. **Time:**

- | | |
|-----------------------------------|--------|
| a. Introduction / Conclusion: | 5 min |
| b. Demonstration and Performance: | 25 min |
| c. Total: | 30 min |

6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **Reference:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
 - b. Assistant instructors may be required for this lesson.

EO M108.07

1. **Performance:** Execute an Open Order and Close Order March
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute an open order and close order march.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets execute an open order march.	Demonstration and Performance	15 min	A0-002 (p. 2-21)
TP2	Explain, demonstrate and have the cadets execute a close order march.	Demonstration and Performance	10 min	A0-002 (p. 2-21)

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **Reference:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.

EO M108.08

1. **Performance:** March and Halt in Quick Time
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall march and halt in quick time.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets march in quick time.	Demonstration and Performance	10 min	A0-002 (pp. 3-6-3-8)
TP2	Explain, demonstrate and have the cadets halt in quick time.	Demonstration and Performance	15 min	A0-002 (pp. 3-6-3-8)

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **Reference:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.

EO M108.09

1. **Performance:** Execute Mark Time, Forward and Halt in Quick Time
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute marking time and forward and halting in quick time from marking time.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets execute marking time.	Demonstration and Performance	10 min	A0-002 (pp. 3-15–3-17)
TP2	Explain, demonstrate and have the cadets execute forward from marking time.	Demonstration and Performance	10 min	A0-002 (pp. 3-15–3-17)
TP3	Explain, demonstrate and have the cadets execute halting in quick time from marking time.	Demonstration and Performance	5 min	A0-002 (p. 3-17)

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **Reference:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.

EO M108.10

1. **Performance:** Execute a Salute on the March
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute a salute on the march.
4. **Teaching Points:** Explain, demonstrate and have the cadets execute a salute on the march.
5. **Time:**

a. Introduction / Conclusion:	5 min
b. Demonstration and Performance:	25 min
c. Total:	30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **Reference:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
 - b. Assistant instructors may be required for this lesson.

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EO M108.11

1. **Performance:** Pay Compliments with a Squad on the March
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute paying compliments with a squad on the march.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets execute eyes right (left) to pay compliments on the march.	Demonstration and Performance	15 min	A0-002 (pp.3-15 and 3-17)
TP2	Explain, demonstrate and have the cadets execute eyes front to pay compliments on the march.	Demonstration and Performance	10 min	A0-002 (pp.3-15 and 3-17)

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **Reference:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.

EO M108.12

1. **Performance:** Perform Drill Movements During an Annual Ceremonial Review
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an ACR Parade.
4. **Teaching Points:** Supervise the cadets as they participate in an ACR Parade.
5. **Time:**
 - a. Practical Activity: 90 min
 - b. Total: 90 min
6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to participate in an ACR parade.
7. **Reference:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** These periods are to serve as a confirmation of the skills learned and practiced during the lessons associated with PO 108.
11. **Remarks:**
 - a. Closing parades shall serve as an opportunity to practice the skills required for proper execution of an ACR parade.
 - b. Assistant instructors may be required for this lesson.
 - c. There is no instructional guide for this EO.

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EO C108.01

1. **Performance:** Execute Supplementary Drill Movements
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute supplementary drill movements.
4. **Teaching Points:**
5. **Time:**
 - a. Demonstration and Performance: 180 min
 - b. Total: 180 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **Reference:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil
11. **Remarks:**
 - a. This EO is allotted up to six periods, which may be scheduled according to the requirements of the movement(s) to be taught and the needs of the squadron.
 - b. Assistant instructors may be required for this lesson.
 - c. There is no instructional guide provided for this EO.

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EO C108.02

1. **Performance:** Participate in a Drill Competition
2. **Conditions:**
 - a. Given:
 - (1) Words of command, and
 - (2) Supervision.
 - b. Denied: Assistance
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** The cadet, as a member of a drill team, shall participate in a drill competition.
4. **Teaching Points:** Using the compulsory sequence provided, have the cadets participate in a drill competition.
5. **Time:**
 - a. Practical Activity: 90 min
 - b. Total: 90 min
6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to participate in a drill competition.
7. **References:** Nil.
8. **Training Aids:** Nil.
9. **Learning Aids:** Drill equipment, as required.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. Assistant instructors may be required for this lesson.
 - b. The competition shall be judged; however, the focus should be upon making the activity fun for the cadets.
 - c. In small squadrons without adequate numbers to hold a formal competition, the squadron may modify the competition according to their circumstances.

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PO 111

1. **Performance:** Participate in Recreational Summer Biathlon Activities
2. **Conditions:**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Cadet air rifle sling,
 - (3) Air rifle pellets,
 - (4) Biathlon air rifle target (BART),
 - (5) Target frame,
 - (6) Marksmanship mat,
 - (7) Safety glasses / goggles,
 - (8) Container to hold pellets,
 - (9) Supervision, and
 - (10) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental:
 - (1) Air rifle range constructed IAW Part 1, Section 8 of A-CR-CCP-177/PPT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*, and
 - (2) Running route of approximately 250–500 m on level terrain.
3. **Standard:** The cadet will participate in summer biathlon activities, to include:
 - a. running a loop of 250–500m;
 - b. firing five to eight pellets in an effort to activate all five targets on the BART;
 - c. running a loop of 250–500m;
 - d. firing five to eight pellets in an effort to activate all five targets on the BART;
 - e. running a loop of 250–500m; and
 - f. crossing the finish line.
4. **Remarks:**
 - a. Cadets must have completed PO 106 (Fire the Cadet Air Rifle) prior to participating in recreational summer biathlon activities.
 - b. EO C111.01 (Participate in a Biathlon Briefing), EO C111.02 (Run Wind Sprints), and EO C111.03 (Fire the Cadet Air Rifle Following Physical Activity) must be completed prior to EO C111.04 (Participate in a Recreational Summer Biathlon Activity).

- c. Assistance may be given to cadets who have difficulty pumping the cadet air rifle.
 - d. All range activities must be conducted by a Range Safety Officer (RSO).
5. **Complementary Material:** PO 111 (Participate in Recreational Summer Biathlon Activities) is a complementary package designed to provide an opportunity for the cadet to participate in summer biathlon activities.

EO C111.01

1. **Performance:** Participate in a Biathlon Briefing
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in a biathlon briefing, to include:
 - a. an introduction to biathlon, and
 - b. an introduction to competitive events within the Canadian Cadet Movement (CCM).
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Introduce biathlon, to include: <ol style="list-style-type: none"> a. the sport of biathlon, and b. the types of races. 	Interactive Lecture	10 min	A0-036 (pp. 4-3-7 to 4-3-16) A0-036
TP2	Describe competitive events in the CCM, to include: <ol style="list-style-type: none"> a. stage 1: local squadron, b. stage 2: zone, c. stage 3: provincial / territorial, and d. stage 4: national. 	Interactive Lecture	15 min	A0-036 (pp. 4-2-1 to 4-3-6)

5. **Time:**

a. Introduction / Conclusion:	5 min
b. Interactive Lecture:	25 min
c. Total:	30 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to introduce biathlon and provide an overview of the sport.
7. **References:**
 - a. A0-036 Cadets Canada. (n.d.). *Canadian cadet movement: Biathlon championship series*. Ottawa, ON: Department of National Defence.
 - b. C0-084 Biathlon Canada. (2003). *Biathlon Canada handbook*. Ottawa, ON: Biathlon Canada.
8. **Training Aids:** Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for the training area.

9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

EO C111.02

1. **Performance:** Run Wind Sprints
2. **Conditions:**
 - a. Given:
 - (1) Whistle,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Training area large enough to conduct short wind sprints.
3. **Standard:** The cadet shall:
 - a. participate in a warm-up;
 - b. run wind sprints; and
 - c. participate in a cool-down.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain how to prepare for summer biathlon activities, to include: <ol style="list-style-type: none"> a. clothing, to include: <ol style="list-style-type: none"> (1) the layering system, and (2) appropriate footwear, b. hydration, and c. nutrition. 	Interactive Lecture	5 min	C0-078 C0-079
TP2	Describe running techniques, to include: <ol style="list-style-type: none"> a. pacing, b. posture / body alignment, and c. wind sprints. 	Interactive Lecture	5 min	C0-080
TP3	Conduct a warm-up session, composed of light cardiovascular exercises, meant to: <ol style="list-style-type: none"> a. stretch the muscles; b. gradually increase respiratory action and heart rate; 	Practical Activity	5 min	C0-002 (pp. 109–113) C0-089

TP	Description	Method	Time	Refs
	c. expand the muscles' capillaries to accommodate the increase in blood circulation; and d. raise muscle temperature to facilitate reactions in muscle tissue.			
TP4	Supervise while the cadets run wind sprints.	Practical Activity	5 min	
TP5	Conduct a cool-down session, composed of light cardiovascular exercises, meant to: a. allow the body time to slowly recover from physical activity and to help prevent injury; b. prepare the respiratory and cardiovascular systems to return to their normal state; and c. stretch the muscles.	Practical Activity	5 min	C0-002 (pp. 109–113) C0-089

5. **Time:**

- | | |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 5 min |
| b. Interactive Lecture: | 10 min |
| c. Practical Activity: | 15 min |
| d. Total: | 30 min |

6. **Substantiation:**

- An interactive lecture was chosen for TPs 1 and 2 to introduce cadets to the methods of preparing for a biathlon activity and running techniques.
- A practical activity was chosen for TPs 3–5 as it is an interactive way to introduce the cadets to running skills in a safe, and controlled environment. This activity contributes to the development of running skills and knowledge in a fun and challenging setting.

7. **References:**

- C0-002 ISBN 0-88962-630-8 LeBlanc, J. & Dickson, L. (1997). *Straight talk about children and sport: Advice for parents, coaches, and teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved October 16, 2006, from <http://www.marthajefferson.org/warmup.php>
- C0-058 Webb Physiotherapists Inc. (n.d.). *Running exercises*. Retrieved October 26, 2006 from <http://www.physioline.co.za/conditions/article.asp?id=46>
- C0-059 Webb Physiotherapists Inc. (n.d.). *Exercises programme for squash, tennis, softball, handball*. Retrieved October 25, 2006 from <http://www.physioline.co.za/conditions/article.asp?id=49>
- C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved October 25, 2006, from <http://www.2protect.com/work3b.htm>

- f. C0-061 City of Saskatoon, Community Services Department. (2006). *Stretch your limits: A smart guide to stretching for fitness*. Retrieved October 26, 2006, from <http://in-motion.ca/walkingworkout/plan/flexibility/>
- g. C0-078 Mountain Equipment Co-op. (2007). *Clothing info: Layering your clothing*. Retrieved February 12, 2007, from http://www.mec.ca/Main/content_text.jsp?FOLDER%3C%Efolder_id=2534374302881786&CONTENT%3C%Ecnt_id=10134198673220739&bmUID=1176745629068
- h. C0-079 REI. (2007). *Outdoor fitness expert advice*. Retrieved February 12, 2007, from <http://www.rei.com/online/store/LearnShareArticlesList?categoryId=Crosstrain>
- i. C0-080 Cool Running. (2007). *Fitness & performance*. Retrieved February 12, 2007, from http://www.coolrunning.com/engine/2/2_1index.shtml
- j. C0-089 ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20th anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
- k. C0-100 ISBN 0-662-44467-1 Health Canada. (2007). *Canada's food guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- l. C0-147 The HealthCentral Network. (2007). *MyDietExercise.com: Winds sprint your way to fitness*. Retrieved April 17, 2007, from <http://www.healthcentral.com/diet-exercise/fitness-survival-guides-81076-137.html>
- m. C0-154 Hansen, B. (1999). *Moving on the spot: Fun and physical activity: A collection of 5 minute stretch and movement sessions*. Retrieved October 26, 2006, from <http://lin.ca/resource/html/dn3.htm#1>

8. **Training Aids:**

- a. Tape measure,
- b. Whistle,
- c. Stopwatch,
- d. Samples of appropriate clothing, and
- e. Samples of appropriate hydration and nutrition choices.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Pictures of the clothing, hydration, and nutrition choices may be used in place of the actual items, if these items are not available.

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EO C111.03

1. **Performance:** Simulate Firing the Cadet Air Rifle Following Physical Activity
2. **Conditions:**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Cadet air rifle sling,
 - (3) Biathlon air rifle target (BART),
 - (4) Target frame,
 - (5) Marksmanship mat,
 - (6) Safety glasses / goggles,
 - (7) Supervision, and
 - (8) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Air rifle range constructed IAW Part 1, Section 8 of A-CR-CCP-177/PT-001.
3. **Standard:** The cadet shall simulate firing the cadet air rifle following physical activity.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify techniques to decrease heart rate prior to firing the cadet air rifle.	Interactive Lecture	5 min	C0-150 (p. 43)
TP2	Describe the Biathlon Air Rifle Target (BART).	Interactive Lecture	5 min	C0-151
TP3	Conduct a warm-up session composed of light cardiovascular exercises.	Practical Activity	5 min	C0-002 (pp. 109–113) C0-089
TP4	Conduct an activity where cadets will simulate firing the cadet air rifle following physical activity.	Practical Activity	5 min	
TP5	Conduct a cool-down session composed of light cardiovascular exercises.	Practical Activity	5 min	C0-002 (pp. 109–113) C0-089

5. **Time:**

a. Introduction / Conclusion:	5 min
b. Interactive Lecture:	10 min
c. Practical Activity:	15 min
d. Total:	30 min

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1 and 2 to introduce techniques to decrease heart rate prior to firing the cadet air rifle at the BART.
- b. A practical activity was chosen for TPs 3–5 as it is an interactive way to allow the cadets to experience firing the cadet air rifle following physical activity in a safe and controlled environment.

7. **References:**

- a. A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian cadet movement: cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.
- b. C0-002 ISBN 0-88962-630-8 LeBlanc, J. & Dickson, L. (1997). *Straight talk about children and sport: Advice for parents, coaches, and teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- c. C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved October 26, 2006, from <http://www.marthajefferson.org/warmup.php>
- d. C0-058 Webb Physiotherapists Inc. (n.d.). *Running exercise*. Retrieved October 26, 2006 from <http://www.physioline.co.za/conditions/article.asp?id=46>
- e. C0-059 Webb Physiotherapists Inc. (n.d.). *Exercises programme for squash, tennis, softball, handball*. Retrieved October 25, 2006 from <http://www.physioline.co.za/conditions/article.asp?id=49>
- f. C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved October 25, 2006, from <http://www.2protect.com/work3b.htm>
- g. C0-061 City of Saskatoon, Community Services Department. (2006). *Stretch your limits: A smart guide to stretching for fitness*. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>
- h. C0-089 ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20th anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
- i. C0-150 ISBN 0-88011-463-0 Nideffer, R. PhD. (1992). *Psyched to win: How to master mental skills to improve your physical performance*. Champaign, IL: Leisure Press.
- j. C0-151 Devin Manufacturing Incorporated. (2005). *Biathlon style airgun target*. Retrieved February 15, 2007 from <http://www.devinmfg.com/targets1.html>
- k. C0-154 Hansen, B. (1999). *Moving on the spot: Fun and physical activity: A collection of 5 minute stretch and movement sessions*. Retrieved October 26, 2006, from <http://lin.ca/resource/html/dn3.htm#1>

8. **Training Aids:**

- a. Biathlon air rifle target (BART), and
- b. Stopwatch.

9. **Learning Aids:**

- a. Cadet air rifle,
- b. Cadet air rifle sling,
- c. Biathlon air rifle target (BART),
- d. Target frame,
- e. Marksmanship mat, and
- f. Safety glasses / goggles.

10. **Test Details:** Nil.

11. **Remarks:** Cadets must have completed PO 106 (Fire the Cadet Air Rifle) prior to participating in this lesson.

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EO C111.04

1. **Performance:** Participate in a Recreational Summer Biathlon Activity
2. **Conditions:**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Cadet air rifle sling,
 - (3) Air rifle pellets,
 - (4) Biathlon air rifle target (BART),
 - (5) Target frame,
 - (6) Marksmanship mat,
 - (7) Safety glasses / goggles,
 - (8) Container to hold pellets,
 - (9) Supervision, and
 - (10) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental:
 - (1) Air rifle range constructed IAW Part 1, Section 8 of A-CR-CCP-177/PT-001, and
 - (2) Running route of approximately 250–500 m on level terrain.
3. **Standard:** The cadet shall participate in a recreational summer biathlon activity, to include:
 - a. running a loop of 250–500 m;
 - b. firing five to eight pellets in an effort to activate all five targets of the BART;
 - c. running a loop of 250–500 m;
 - d. firing five to eight pellets in an effort to activate all five targets of the BART;
 - e. running a loop of 250–500 m; and
 - f. crossing the finish line.
4. **Teaching Points:**
 - a. Conduct the activity briefing, to include:
 - (1) course layout,
 - (2) rules and regulations,
 - (3) scoring,

- (4) penalties, and
- (5) out-of-bounds areas.
- b. Conduct a warm-up session, composed of light cardiovascular activities, meant to:
 - (1) stretch the muscles;
 - (2) gradually increase respiratory action and heart rate;
 - (3) expand the muscles' capillaries to accommodate the increase in blood circulation; and
 - (4) raise muscle temperature to facilitate reactions in muscle tissue.
- c. Conduct a recreational summer biathlon activity.
- d. Conduct a cool-down session, composed of light cardiovascular activities, meant to:
 - (1) allow the body time to slowly recover from physical activity and to help prevent injury;
 - (2) prepare the respiratory and cardiovascular systems to return to their normal state; and
 - (3) stretch the muscles.
- e. Conduct a debriefing to allow the cadets to share what they have learned from their experience.

5. **Time:**

- a. Introduction / Conclusion: 10 min
- b. Experiential Learning: 170 min
- c. Total: 180 min

6. **Substantiation:** An experiential approach was chosen for this lesson as it allows the cadets to acquire new knowledge and skills through a direct experience. The cadets experience summer biathlon and define that experience on a personal level. The cadets will be given the opportunity to reflect on and examine what they saw, felt and thought while participating in summer biathlon and consider how it relates to what they already learned and experienced as well as how it will relate to future experiences.

7. **References:**

- a. A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian cadet movement: cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.
- b. A0-032 Cadets Canada. (2002). *Biathlon competition rules and IBU / cadet disciplinary rules*. Ottawa, ON: Department of National Defence.
- c. A0-036 Cadets Canada. (n.d.). *Canadian cadet movement: Biathlon championship series*. Ottawa, ON: Department of National Defence.
- d. C0-002 ISBN 0-88962-630-8 LeBlanc, J. & Dickson, L. (1997). *Straight talk about children and sport: Advice for parents, coaches, and teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- e. C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved October 26, 2006, from <http://www.marthajefferson.org/warmup.php>
- f. C0-058 Webb Physiotherapists Inc. (n.d.). *Running exercises*. Retrieved October 26, 2006, from <http://www.physionline.co.za/conditions/article.asp?id=46>

- g. C0-059 Webb Physiotherapists Inc. (n.d.). *Exercise programme for squash, tennis, softball, handball*. Retrieved October 25, 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>
- h. C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved October 25, 2006, from <http://www.2protect.com/work3b.htm>
- i. C0-061 City of Saskatoon, Community Services Department. (2006). *Stretch your limits: A smart guide to stretching for fitness*. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>
- j. C0-089 ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20th anniversary (Rev. ed.)*. Bolinas, CA: Shelter Publications, Inc.
- k. C0-154 Hansen, B. (1999). *Moving on the spot: Fun and physical activity: A collection of 5 minute stretch and movement sessions*. Retrieved October 26, 2006, from <http://lin.ca/resource/html/dn3.htm#1>

8. **Training Aids:**

- a. Local Range Standing Orders,
- b. Biathlon score sheets,
- c. Course control sheets,
- d. Range recording sheets,
- e. Notice board, and
- f. Stop watches.

9. **Learning Aids:**

- a. Cadet air rifle,
- b. Cadet air rifle sling,
- c. Air rifle pellets,
- d. Biathlon air rifle target (BART)
- e. Target frame,
- f. Marksmanship mat,
- g. Safety glasses / goggles, and
- h. Container to hold pellets.

10. **Test Details:** Nil.

11. **Remarks:**

- a. Results should be posted for cadets to review. PO 111 is a complementary training activity. It is designed to provide an opportunity for the cadets to participate in a recreational summer biathlon activity.

- b. EO C111.01 (Participate in a Biathlon Briefing), EO C111.02 (Run Wind Sprints), EO C111.03 (Simulate Firing the Cadet Air Rifle Following Physical Activity) shall be taught prior to instructing this lesson.
- c. The start and finish should be located in the same area, close to the firing point.

PO 120

1. **Performance:** Participate in Canadian Forces (CF) Familiarization Activities
2. **Conditions:**
 - a. Given:
 - (1) Supervision; and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Training area large enough to accommodate the entire group.
3. **Standard:** The cadet will participate in CF familiarization activities in order to enhance their knowledge of:
 - a. the mission and objectives of the CF; and
 - b. the role of the Royal Canadian Air Force within the CF.
4. **Remarks:** Nil.
5. **Complementary Material:** Complementary material under PO 120 is designed to enhance the cadets' knowledge of the CF through a number of activities:
 - a. EO C120.01 (Participate in a Presentation Given By a Member of the CF);
 - b. EO C120.02 (Tour a Local CF Installation / Unit); and
 - c. EO C120.03 (Contact a CF Member on Deployment).

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EO M120.01

1. **Performance:** Discuss the Roles of the CF
2. **Conditions:**
 - a. Given:
 - (1) Assistance as required; and
 - (2) Supervision.
 - b. Denied: Nil.
 - c. Environment: Suitable classroom facilities or training area large enough to accommodate entire group.
3. **Standard:** The cadet shall discuss the roles of the CF, to include:
 - a. mission and objectives of the CF; and
 - b. elemental role of the Royal Canadian Air Force.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss the history CF, to include: <ol style="list-style-type: none"> a. inception (unification 1968); b. defining the three elements (Army, Navy, Air Force); and c. mission and objectives. 	Interactive Lecture	5 min	C3-041 (pp. 1-29 - 1-37) A3-017
TP2	Explain the role of each element, to include: <ol style="list-style-type: none"> a. Royal Canadian Air Force (RCAF): <ol style="list-style-type: none"> (1) surveillance and control of Canadian airspace; (2) world wide airlift of CF personnel and material; (3) support operations of the army and navy; (4) support to other government departments; (5) search and rescue; and (6) humanitarian operations and emergency response including disaster relief. b. Canadian Army (CA): <ol style="list-style-type: none"> (1) national defence; (2) Canada / US defence of North America (NORAD); 	Interactive Lecture	10 min	A3-018 A3-019 A3-020 C3-040 C3-041 (pp. 1-29 - 1-37)

TP	Description	Method	Time	Refs
	<ul style="list-style-type: none"> (3) contribution to peacekeeping missions; (4) civil defence; and (5) humanitarian operations including disaster relief; c. Royal Canadian Navy (RCN): <ul style="list-style-type: none"> (1) surveillance and control of Canadian waters; (2) support of CA and RCAF operations; (3) support to other government departments (fisheries, search and rescue, drug enforcement, environment); (4) NATO deployments; (5) humanitarian operations including disaster relief (food and medical relief, and personal and technical aide). 			
TP3	<p>Identify Wings / CF Bases and Cadet Summer Training Centres (CSTCs), to include:</p> <ul style="list-style-type: none"> a. Royal Canadian Air Force Wings: <ul style="list-style-type: none"> (1) 1 Wing Kingston (Kingston, ON) / HMCS Ontario (located on RMC campus); (2) 3 Wing Bagotville (Alouette, QC) / CIEC Bagotville; (3) 4 Wing Cold Lake (Cold Lake, AB) Cold Lake Air CSTC; (4) 5 Wing Goose Bay (Happy Valley-Goose Bay, NL); (5) 8 Wing Trenton (Trenton, ON) / Trenton Air CSTC; (6) 9 Wing Gander (Gander, NL); (7) 12 Wing Shearwater (Shearwater, NS); (8) 14 Wing Greenwood (Greenwood, NS) / Air CSTC Greenwood; (9) 15 Wing Moose Jaw (Moose Jaw, SA); (10) 16 Wing Borden (Borden, ON) / Blackdown CSTC; (11) 17 Wing Winnipeg (Winnipeg, MB) 	Interactive Lecture	10 min	C3-040 C3-041 (pp. 1-29 - 1-37)

TP	Description	Method	Time	Refs
	<p>(12) 19 Wing Comox (Lazo, British Columbia) / HMCS Quadra and RCGS Pacific; and</p> <p>(13) 22 Wing North Bay (North Bay, ON).</p> <p>b. Canadian Army Bases:</p> <p>(1) CFB Borden Training Schools (Borden, ON)/Blackdown ACSTC;</p> <p>(2) CFB Gagetown (Oromocto, NB)/Argonaut ACSTC;</p> <p>(3) CFB Petawawa (Petawawa, ON);</p> <p>(4) CFB Valcartier (Valcartier, QC)/CIEC Valcartier;</p> <p>(5) CFB Shilo (Shilo, MB); and</p> <p>(6) CFB Wainwright (Wainwright, AB).</p> <p>c. Royal Canadian Navy Bases:</p> <p>(1) CFB Halifax (Halifax, NS);</p> <p>(2) CFB Esquimalt (Victoria, BC);</p> <p>(3) CFB Greenwood (Greenwood, NS); and</p> <p>(4) CFB Shearwater (Shearwater, NS).</p> <p>Note: Cadet summer training centres are listed in behind the “ / ” and included with the wing / base on which they are housed. Not all CSTCs are listed as some CSTCs are located on secondary CF establishments and the scope of this lesson does not include ancillary training areas. This does not preclude squadron staff from providing further information on CSTC locales to the cadets, as interest merits.</p>			

5. **Time:**

a. Introduction / Conclusion:	5 min
b. Interactive Lecture:	25 min
c. Total:	30 min

6. **Substantiation:** An interactive lecture was chosen for this lesson to introduce the material to the cadets.

7. **References:**

- a. C3-040 Department of National Defence. (2004). *Canadian Military History Gateway, Volume 3*. Retrieved 25 May, 2006, from http://www.cmhg.gc.ca/cmh/en/page_540.asp
- b. A3-017 Assistant Deputy Minister (Public Affairs). (2005, 12 Sept 2005). *About DND/CF: Our Mission*. Retrieved 25 May, 2006, from http://www.forces.gc.ca/site/about/mission_e.asp

- c. A3-018 Air Force Public Affairs. (2004). *Canada's Air Force: Mission and Roles*. Retrieved 25 May, 2006, from http://www.airforce.gc.ca/today1_e.asp
 - d. A3-019 Department of National Defence. (2002). *About MARLANT:History, Facilities, and Role*. Retrieved 25 May, 2006, from www.navy.forces.gc.ca/marlant/about/marlant_about_e.asp
 - e. A3-020 Department of National Defence. (2004). *Maritime Forces Pacific: MARPAC Overview*. Retrieved 25 May, 2006, from www.navy.forces.gc.ca/marpac/home/marpac_home_e.asp?category=40
 - f. C3-041 0-9680685-7-X CDIA. (2004). *The Canadian Defence Almanac*. Ottawa ON: Canadian Defence Industries Association.
8. **Training Aids:** Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for the training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

EO M120.02

1. **Performance:** Discuss Opportunities in the CF
2. **Conditions:**
 - a. Given:
 - (1) Supervision; and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard:** The cadet shall discuss CF opportunities.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify regular force CF careers to include: <ol style="list-style-type: none"> a. regular force; b. non-commissioned members; and c. officers. 	Interactive Lecture	10 min	A3-028
TP2	Identify part-time / reserve force CF careers to include: <ol style="list-style-type: none"> a. part-time / reserve force; b. naval reserve; c. army reserve; and d. air reserve. 	Interactive Lecture	10 min	A3-002 A3-023 A3-024 A3-025
TP3	Identify civilian CF careers.	Interactive Lecture	5 min	A3-026 A3-027

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Interactive Lecture: 25 min
 - c. Total: 30 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to introduce the material to the cadets.
7. **References:**
 - a. A3-002 *DND/CF: Career Opportunities in National Defence: Part-time careers (Reserve Force)*. (2006). Retrieved 24 May 06, from http://www.forces.gc.ca/site/careers/parttime_e.asp
 - b. A3-023 *Air Reserve Structure*. (2004). Retrieved 24 May 06, from http://www.airforce.forces.ca/air_reserve/organization/organization_e.asp

- c. A3-024 *One Army, Two Components*. (2005). Retrieved 24 May 06, from http://www.armee.forces.gc.ca/lf/english/11_1.asp
 - d. A3-025 *What is the Naval Reserve?* (2005). Retrieved 24 May 06, from http://www.navres.forces.ca/navres/HQ-QG/organisa/estab_e.htm
 - e. A3-026 *Canadian Forces Recruiting - Civilian Jobs*. (2004). Retrieved 24 May 06, from http://www.recruiting.forces.ca/engraph/civilian/index_e.aspx
 - f. A3-027 *DND/CF: Career opportunities in National Defence: Civilian Careers*. (2006). Retrieved 24 May 06, from http://www.forces.gc.ca/site/careers/civilian_e.asp
 - g. A3-028 *Canadian Forces Recruiting: Employer of choice*. (2005). Retrieved 24 May 06, from http://www.recruiting.forces.ca/engraph/aboutus/index_e.aspx
- 8. **Training Aids:** Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for the training area.
 - 9. **Learning Aids:** Nil.
 - 10. **Test Details:** Nil.
 - 11. **Remarks:** Nil.

EO C120.01

1. **Performance:** Participate in a Presentation Given by a Member of a the CF
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Suitable classroom facilities / training area large enough to accommodate entire group.
3. **Standard:** The cadet shall participate in a presentation given by a member of the CF.
4. **Teaching Points:** The guest speaker should explain / describe:
 - a. their reason for enrolling in the CF,
 - b. their current unit and its role in the CF,
 - c. their trade, duties and a typical day,
 - d. any CF operations with which they were involved,
 - e. any significant experiences with the CF, and
 - f. facilitate a question and answer period.
5. **Time:**

a.	Interactive Lecture:	60 min
b.	Total:	60 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to review, clarify, emphasize and summarize the teaching points.
7. **Reference:** Nil.
8. **Training Aids:** Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for the training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. There is no instructional guide for this EO.
 - b. For assistance in contacting a guest speaker, contact the ACO for a recommendation or visit the Royal Canadian Air Force Speakers Bureau at <http://www.rcaf-arc.forces.gc.ca/or-re/sb-bc/index-eng.asp>

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EO C120.02

1. **Performance:** Tour a Local CF Installation / Unit
2. **Conditions:**
 - a. Given:
 - (1) Transportation as required;
 - (2) Supervision; and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Determination of conditions suitable for this training is at the discretion of the squadron Commanding Officer.
3. **Standard:** The cadet shall participate in a tour of a local CF installation / unit.
4. **Teaching Points:** The tour guide should address the following:
 - a. general CF familiarization, to include:
 - (1) size of the CF;
 - (2) location of bases / wings; and
 - (3) some current missions;
 - b. the installation / unit being toured, to include:
 - (1) role;
 - (2) history;
 - (3) size and trades; and
 - (4) equipment used;
 - c. identification of officers by rank;
 - d. identification of non-commissioned members (NCMs) by rank;
 - e. paying of compliments, to include:
 - (1) addressing NCMs and officers appropriately; and
 - (2) saluting commissioned officers; and
 - f. if visiting an operational air installation / unit:
 - (1) location of major aerodrome components;
 - (2) military aircraft in use;
 - (3) main components of the aircraft in use;
 - (4) the use of the phonetic alphabet and numbers; and
 - (5) different military aviation careers associated with the unit.

5. **Time:**

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Tour: | 80 min |
| c. | Total: | 90 min |

6. **Substantiation:** A tour was chosen to for this lesson to reinforce learning through observing practical applications of the instructional material previously taught.

7. **Reference:** Nil.

8. **Training Aids:** Nil.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** There is no instructional guide for this EO.

EO C120.03

1. **Performance:** Contact a CF Member on Deployment
2. **Conditions:**
 - a. Given:
 - (1) Contact with a deployed member of the CF;
 - (2) Supervision; and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environment: Suitable classroom facilities to accommodate the entire group.
3. **Standard:** The Cadet shall contact a CF member on deployment.
4. **Teaching Points:** Using the guidance provided in the references, have the cadets prepare correspondence for a deployed member. Each cadet should contact an individual member.
 - a. In the first period, the instructor will introduce the topic to cadets and provide the cadets with some background to current deployment missions. Cadets will then prepare a group list of three questions they would like to ask a deployed member.
 - b. Individually, the cadets will prepare letters or e-mails for deployed members that include some basic information about themselves, their cadet squadron, and the three questions decided upon. All contact information for the cadet shall be care of the cadet squadron. Cadets are to be monitored to ensure they do not provide inappropriate personal information in the letters. Letters will then be turned in to the squadron and sent to the member(s).
 - c. When some responses have been received, schedule a second session to have the cadets share their responses and the instructor will lead a group discussion to debrief the activity. Questions can include:
 - (1) what did you learn about the role of the CF?;
 - (2) did anything surprise you about what the soldiers said in their replies?; and
 - (3) how did you feel about this activity?
5. **Time:**

a. Introduction / Conclusion:	10 min
b. In-Class Activity (First Session):	50 min
c. Group Discussion (Second Session):	30 min
d. Total:	90 min

6. **Substantiation:**

- a. An in-class activity was chosen for TP 1 as it is a fun and interactive way to present the material.
- b. A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about contacting a CF member on deployment. A group discussion helps the cadets improve their listening skills and develop as members of a team.

7. **References:**

- a. A0-005 Assistant Deputy Minister (Public Affairs). (2012). *Morale By Message Board*. Retrieved 1 April, 2012, from <http://www.forces.gc.ca/site/Commun/message/index-eng.asp>
- b. A0-006 Assistant Deputy Minister (Public Affairs). (2006). *Addresses for Overseas Operations*. Retrieved 25 May, 2006, from http://www.forces.gc.ca/site/community/messageboard/addresses_e.asp

8. **Training Aids:**

- a. Writing utensils (paper, envelopes, etc);
- b. Computer with internet access; and
- c. Videos, DVDs, CDs (optional).

9. **Learning Aids:**

- a. Writing utensils (paper, envelopes, etc);
- b. Computer with internet access; and
- c. Videos, DVDs, CDs (optional).

10. **Test Details:** Nil.

11. **Remarks:**

- a. There is no instructional guide for this EO; all direction should be taken from the references.
- b. Scheduling of this EO should allow TP 2 (30 min) to occur after responses have been received from the activity in TP 1 (60 min).

PO 121

1. **Performance:** Participate in Canadian Aviation, Aerospace, Aerodrome Operations and Aircraft Manufacturing and Maintenance Community Familiarization Activities
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will participate in activities designed to familiarize them with:
 - a. aviation opportunities;
 - b. the aviation community;
 - c. the aerospace community;
 - d. the aerodrome operations community; and
 - e. the aircraft manufacturing and maintenance community.
4. **Remarks:**
 - a. Squadron Training Officers may consider booking a guest speaker for EO M121.01 Discuss Aviation Opportunities.
 - b. If conducting EO C121.01 Participate in a Presentation Given By a Member of the Canadian Aviation, Aerospace, Aerodrome Operations and Aircraft Manufacturing and Maintenance Community, squadron Training Officers should check with their ACO and Sponsoring Committee for advice on local guest speakers.
5. **Complementary Material:**
 - a. Complementary material associated with PO 121 is designed to enhance the cadets' appreciation for the Canadian aviation, aerospace, aerodrome operations and aircraft manufacturing and maintenance community through the use of guest speakers:
 - (1) EO C121.01 (Participate in a Presentation Given By a Member of the Canadian Aviation, Aerospace, Aerodrome Operations and Aircraft Manufacturing and Maintenance Community); and
 - b. Complementary training under PO 121 is limited to a total of eight periods; squadrons are not required to use all eight periods.

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EO M121.01

1. **Performance:** Discuss Aviation Opportunities
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. participate in an aviation careers matching activity; and
 - b. discuss aviation careers, to include:
 - (1) pilots and flying instructors,
 - (2) air traffic controllers and flight service station specialists,
 - (3) aircraft maintenance engineers,
 - (4) air transport ramp attendants,
 - (5) aerodrome managers, and
 - (6) aerospace engineers and aircraft assemblers.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct an aviation careers matching activity.	In-Class Activity	15 min	A3-003 C3-001
TP2	Lead a discussion on aviation careers.	Group Discussion	10 min	

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. In-Class Activity: 15 min
 - c. Group Discussion: 10 min
 - d. Total: 30 min
6. **Substantiation:**
 - a. An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest in aviation careers among the cadets.

- b. A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge about aviation careers. A group discussion helps the cadets improve their listening skills and develop as members of a team.

7. **References:**

- a. A3-003 CATO 51-01 Director Cadets 3. (2011). *Air cadet program outline*. Ottawa, ON: Department of National Defence.
- b. C3-001 *National Occupation Classification 2001 (NOC2001)*. (2001). Retrieved 23 Mar 2006 from <http://www.hrdc.drhc.gc.ca/2001/e/generic/welcome.shtml>

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for the training area,
- b. Career Investigation Sheet, and
- c. Career Information Envelopes.

9. **Learning Aids:**

- a. Career Investigation Sheet, and
- b. Career Information Envelopes.

10. **Test Details:** Nil.

11. **Remarks:** The squadron Training Officer may consider using a guest speaker for this EO. For assistance in contacting a guest speaker, contact the ACO for a recommendation or visit the Royal Canadian Air Force Speakers Bureau at <http://www.rcaf-arc.forces.gc.ca/or-re/sb-bc/index-eng.asp>

EO C121.01

1. **Performance:** Participate in a Presentation Given By a Member of the Canadian Aviation, Aerospace, Aerodrome Operations and Aircraft Manufacturing and Maintenance Community
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in a presentation given by a member of the Canadian aviation, aerospace, aerodrome operations and aircraft manufacturing and maintenance community.
4. **Teaching Points:** Guest speakers are asked to:
 - a. give a description of the company / organization they represent;
 - b. give a description of their roles and duties;
 - c. outline the training and experience required to do their job (if applicable);
 - d. give a description of a day in their life as a member of their community;
 - e. relate some anecdotes; and
 - f. facilitate a question and answer period.
5. **Time:**

a.	Introduction / Conclusion:	10 min
b.	Interactive Lecture:	50 min
c.	Total:	60 min
6. **Substantiation:** Use of a guest speaker provides an opportunity for the cadets to meet and hear from a member of the Canadian aviation, aerospace, aerodrome operations or aircraft manufacturing and maintenance community. A guest speakers provides an experienced view and promotes interest in their community.
7. **References:** Nil.
8. **Training Aids:** Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for the training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.

11. **Remarks:**

- a. The squadron may choose to invite guest speakers from each of the communities, for a total of eight periods.
- b. There is no instructional guide for this EO.

PO 129

1. **Performance:** Communicate Using the Phonetic Alphabet and Numbers
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will communicate using the phonetic alphabet and numbers when participating in:
 - a. aviation activities including familiarization flying,
 - b. airport operations activities, and
 - c. aircrew survival exercises.
4. **Remarks:** Nil.
5. **Complementary Material:** Nil.

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EO M129.01

1. **Performance:** Recite the Phonetic Alphabet and Numbers
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall recite the phonetic alphabet and numbers.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe the phonetic alphabet and numbers.	Interactive Lecture	10 min	A3-001 (p. 205)
TP2	Conduct games where the cadets use the phonetic alphabet and numbers.	Game	15 min	

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Interactive Lecture: 10 min
 - c. Game: 15 min
 - d. Total: 30 min
6. **Substantiation:**
 - a. An interactive lecture was chosen for TP 1 as it orients the cadets to the phonetic alphabet and numbers, generates interest and presents basic information.
 - b. A game was chosen for TP 2 as it is a fun and challenging way to review the material and have the cadets practice the skills.
7. **Reference:** A3-001 A-CR-CCP-263/PT-001 *From the ground up: Millennium edition* (2000). Ottawa, ON: Aviation Publishers Co. Limited.
8. **Training Aids:** Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for training area.
9. **Learning Aids:** Whiteboard and markers.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

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PO 130

1. **Performance:** Participate in Aviation Activities
2. **Conditions:**
 - a. Given:
 - (1) Model airplane template,
 - (2) Thumbtack,
 - (3) Small bull clip,
 - (4) Scissors,
 - (5) Glue,
 - (6) Markers,
 - (7) *On Canadian Wings* DVD,
 - (8) Supervision, and
 - (9) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadets will participate in aviation activities, to include:
 - a. identifying aircraft as military, civilian and cadet aircraft,
 - b. describing the main components of an airplane,
 - c. constructing a model airplane, and
 - d. discussing aviation history by watching *On Canadian Wings*.
4. **Remarks:** Nil.
5. **Complementary Material:**
 - a. Complementary material associated with PO 130 is designed to enhance the cadets' knowledge of aviation through a number of activities:
 - (1) EO C130.01 (Participate in a Walk-Around Aircraft Inspection),
 - (2) EO C130.02 (Identify International Aircraft),
 - (3) EO C130.03 (Watch an *On Canadian Wings* Segment),
 - (4) EO C130.04 (Tour a Local Aviation Museum), and
 - (5) EO C130.05 (Attend a Local Air Show); and
 - b. Complementary training under PO 130 is limited to a total of nineteen periods; squadrons are not required to use all nineteen periods.

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EO M130.01

1. **Performance:** Identify Aircraft as Military, Civilian and Cadet
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall identify examples of military, civilian and cadet aircraft.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify types of Canadian military aircraft, to include: <ol style="list-style-type: none"> a. Canadian carriers; b. Canadian fighters; c. Canadian helicopters; d. Canadian trainers; and e. Canadian patrol. 	Interactive Lecture	15 min	A3-007
TP2	Identify civilian aircraft, to include: <ol style="list-style-type: none"> a. Cessna 172; b. Piper PA-28 Cherokee; c. Boeing 737; d. Airbus A320; and e. Bombardier 415. 	Interactive Lecture	5 min	A3-007
TP3	Identify cadet aircraft, to include: <ol style="list-style-type: none"> a. Schweitzer – SGS 2-33A Glider; b. Bellanca Scout – 8GCBC; c. L19 Bird Dog – Cessna 305; and d. Cessna 182P. 	Interactive Lecture	5 min	A3-007
TP4	Conduct an aircraft identification game.	Game	25 min	

5. **Time:**

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture: | 25 min |
| c. | Game: | 25 min |
| d. | Total: | 60 min |

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1–3 as it orients the cadets to aircraft, generates interest and presents basic information.
- b. A game was selected for TP 4 as it is a fun and challenging way to confirm the cadets' knowledge of the material.

7. **References:** A3-007 Canadian Forces. (2010). Retrieved October 17, 2011, from <http://www.airforce.forces.gc.ca/v2/equip/index-eng.asp>

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for the training area, and
- b. Power point / overheads / posters.

9. **Learning Aids:** Aircraft identification matching cards game.

10. **Test Details:** Nil.

11. **Remarks:**

- a. Prior to the lesson, review all aircraft to determine if any have been acquired for / retired from service.
- b. Cadet aircraft in TP 3 refers to aircraft currently owned by the cadet program and does not include other aircraft cadets may use on Power Flying Scholarships (eg. Cessnas, Katanas).

EO M130.02

1. **Performance:** Describe the Main Components of an Airplane
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadets shall identify and describe the five major components of an airplane, to include:
 - a. fuselage,
 - b. wings,
 - c. empennage,
 - d. landing gear, and
 - e. propulsion system.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Define aircraft and airplane. Describe the fuselage.	Interactive Lecture	5 min	A3-001 (p. 9)
TP2	Describe the wings, to include: <ol style="list-style-type: none"> a. the wing root; b. the wing tip; c. the leading edge; d. the trailing edge; e. ailerons; and f. flaps. 	Interactive Lecture	5 min	A3-001 (pp. 10–11)
TP3	Describe the empennage, to include: <ol style="list-style-type: none"> a. horizontal stabilizer; b. elevator; c. vertical stabilizer; and d. rudder. 	Interactive Lecture	5 min	A3-001 (p. 11)
TP4	Describe the landing gear.	Interactive Lecture	5 min	A3-001 (pp. 12–13)

TP	Description	Method	Time	Refs
TP5	Describe the propulsion system.	Interactive Lecture	5 min	A3-001 (p. 12)

5. **Time:**

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min |
| b. | Interactive Lecture: | 25 min |
| c. | Total: | 30 min |

6. **Substantiation:** An interactive lecture was chosen for this lesson as it allows the cadets to identify and describe the major components of an airplane and it generates interest in the subject.

7. **References:**

- a. A3-001 A-CR-CCP-263/PT-001 *From the ground up: Millennium edition*. (2000). Ottawa, ON: Aviation Publishers Co. Limited.
- b. C3-346 Bush-Planes.com. *Best bush planes: flying*. Retrieved December 14, 2011 from <http://www.bush-planes.com/index.html>
- c. C3-347 Free Online Private Pilot Ground School. (2007). *Private Pilot Ground School*. Retrieved December 14, 2011 from <http://www.free-online-private-pilot-ground-school.com/aircraft-structure.html>
- d. C3-348 FAA-Aircraft-Certification.com. *Your complete guide to FAA aircraft certification*. (2007). Retrieved October 17, 2011, from <http://www.faa-aircraft-certification.com/faa-definitions.html#H>

8. **Training Aids:** Presentation aids (eg, whiteboards / flipcharts / OHP / multimedia projector) appropriate for the training area.

9. **Learning Aids:** Puzzles of aircraft parts.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO M130.03

1. **Performance:** Construct a Model Airplane

2. **Conditions:**

a. Given:

- (1) Model airplane template,
- (2) Thumbtack,
- (3) Small bull clip,
- (4) Scissors,
- (5) Glue,
- (6) Markers,
- (7) Supervision, and
- (8) Assistance as required.

b. Denied: Nil.

c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard:** The cadets shall construct a model airplane, to include:

- a. fuselage,
- b. wings,
- c. empennage,
- d. landing gear, and
- e. propeller.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Construct a model airplane.	In-Class Activity	45 min	C3-017 (pp. 42–45)
TP2	Participate in a group discussion on parts of an airplane and constructing the model airplane.	Group Discussion	5 min	A3-001 (pp. 9–13)

5. **Time:**

- | | |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 10 min |
| b. In-Class Activity: | 45 min |
| c. Group Discussion: | 5 min |
| d. Total: | 60 min |

6. **Substantiation:**

- a. An in-class activity was chosen for TP 1 as it is an interactive way to present the content and the construction of a model airplane.
- b. A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge about building a model airplane.

7. **References:**

- a. A3-001 A-CR-CCP-263/PT-001 *From the ground up: Millennium edition*. (2000). Ottawa, ON: Aviation Publishers Co. Limited.
- b. C3-017 ISBN 1-895569-23-0 Schmidt, N. (1998). *Fabulous paper gliders*. New York, NY: Sterling Publishing.

8. **Training Aids:** Completed model airplane.

9. **Learning Aids:**

- a. Model airplane template,
- b. List of instructions,
- c. Thumb tack,
- d. Small bull clip,
- e. Scissors,
- f. Glue, and
- g. Markers.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO M130.04

1. **Performance:** Watch an *On Canadian Wings* Segment
2. **Conditions:**
 - a. Given:
 - (1) *On Canadian Wings* DVD
 - (2) TV,
 - (3) DVD player,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadets shall watch an *On Canadian Wings* segment.
4. **Teaching Points:** Watch one of the following *On Canadian Wings* DVD segments:
 - a. Canada's First Flight,
 - b. Aerial Warfare,
 - c. The Birth of a National Air Force,
 - d. The Aerodrome of Democracy,
 - e. Some of the Few,
 - f. Bombs over Europe,
 - g. Fast Times for the Golden Jets,
 - h. A Time of Transition, or
 - i. There Shall be Wings.
5. **Time:**

a. Introduction / Conclusion:	5 min
b. In-Class Activity:	25 min
c. Total:	30 min
6. **Substantiation:** An in-class activity was chosen as it is an interactive way to present the content.
7. **References:** C3-039 Squires, C. (1999). *On Canadian Wings* [Series]. Winnipeg, MB: PWGSC.
8. **Training Aids:**
 - a. Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for the training area,
 - b. TV,

- c. DVD player, and
- d. *On Canadian Wings* DVD.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:**

- a. The instructor shall choose only one segment to watch during the mandatory period.
- b. The instructor may choose to view and discuss additional segments as part of complementary training, C130.03 (Watch an *On Canadian Wings* Segment).

EO C130.01

1. **Performance:** Participate in a Walk-Around Aircraft Inspection
2. **Conditions:**
 - a. Given:
 - (1) Aircraft,
 - (2) Operator's manual inspection list for the aircraft type,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Training area large enough to accommodate the entire group.
3. **Standard:** The cadets shall participate in a walk-around aircraft inspection, to include:
 - a. identifying components of an airplane; and
 - b. promoting an understanding of aviation safety and procedures.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Supervise a walk-around aircraft inspection.	In-Class Activity	20 min	A3-001 (pp. 281–283)
TP2	Lead a group discussion about what the cadets learned and found interesting.	Group Discussion	5 min	

5. **Time:**

- | | |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 5 min |
| b. In-Class Activity: | 20 min |
| c. Group Discussion: | 5 min |
| d. Total: | 30 min |

6. **Substantiation:**

- a. An in-class activity was chosen for TP 1 as it is an interactive way to present a walk-around aircraft inspection.
- b. A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge about and experiences with a walk-around aircraft inspection.

7. **Reference:** A3-001 A-CR-CCP-263/PT-001 *From the ground up: Millennium edition*. (2000). Ottawa, ON: Aviation Publishers Co. Limited.

8. **Training Aids:** Small aircraft.

9. **Learning Aids:** Small aircraft.

10. **Test Details:** Nil.
11. **Remarks:** This lesson should be conducted by a qualified pilot / in conjunction with familiarization flying.

EO C130.02

1. **Performance:** Identify International Aircraft
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall identify aircraft, to include:
 - a. American aircraft,
 - b. British aircraft, and
 - c. Russian aircraft.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe American aircraft.	Interactive Lecture	15 min	C3-009
TP2	Describe British aircraft.	Interactive Lecture	5 min	C3-010
TP3	Describe Russian aircraft.	Interactive Lecture	5 min	C3-011 C3-012

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Interactive Lecture: 25 min
 - c. Total: 30 min
6. **Substantiation:** An interactive lecture method was chosen for this lesson as it orients the cadets to identify international aircraft and to generate interest and present basic or background material.
7. **References:**
 - a. C3-009 *Official Site of the U.S. Air Force*. Retrieved October 26, 2011, from <http://www.af.mil/information/factsheets/index.asp>
 - b. C3-010 *Royal Air Forces*. (2011). Retrieved October 26, 2011, from <http://www.raf.mod.uk/equipment>

- c. C3-011 *Federation of American Scientists*. (2006). Retrieved March 21, 2006, from <http://www.fas.org/nuke/guide/russia/airdef/mig-29.htm>
- d. C3-012 *Antonov Airlines*. (2010). Retrieved October 26, 2011, from <http://www.antonov.com/products/index.xml>

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for the training area, and
- b. Pictures of international aircraft.

9. **Learning Aids:** Pictures of International aircraft.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO C130.03

1. **Performance:** Watch an *On Canadian Wings* Segment
2. **Conditions:**
 - a. Given:
 - (1) *On Canadian Wings* DVD,
 - (2) TV,
 - (3) DVD player,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadets shall watch an *On Canadian Wings* segment.
4. **Teaching Points:** Watch one of the following *On Canadian Wings* DVD segments:
 - a. Canada's First Flight,
 - b. Aerial Warfare,
 - c. The Birth of a National Air Force,
 - d. The Aerodrome of Democracy,
 - e. Some of the Few,
 - f. Bombs over Europe,
 - g. Fast Times for the Golden Jets,
 - h. A Time of Transition, or
 - i. There Shall be Wings.
5. **Time:**

a. Introduction / Conclusion:	5 min
b. In-Class Activity:	25 min
c. Total:	30 min
6. **Substantiation:** An in-class activity was chosen as it is an interactive way to present the content.
7. **References:** C3-039 Squires, C. (1999). *On Canadian Wings* [Series]. Winnipeg, MB: PWGSC.
8. **Training Aids:**
 - a. Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for the training area,
 - b. TV,

- c. DVD player, and
- d. *On Canadian Wings* DVD.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** One segment will already have been viewed in M130.04 (Watch an *On Canadian Wings* Segment) and squadrons may choose other segments for viewing during complementary training. A thirty-minute period is required for each additional segment selected. To view all segments, eight additional periods are required. It is not necessary to watch all the segments.

EO C130.04

1. **Performance:** Tour a Local Aviation Museum
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall tour a local aviation museum, to include:
 - a. identifying different aviation components; and
 - b. promoting an understanding of aviation history.
4. **Teaching Points:** The following points are to be addressed during the tour, to include:
 - a. the aircraft seen (military, civilian or cadet),
 - b. the main components of an airplane, and
 - c. local aviation history, to include:
 - (1) aviation figures,
 - (2) notable aviation events, and
 - (3) aircraft featured.
5. **Time:**

a.	Field Trip:	90 min
b.	Total:	90 min
6. **Substantiation:** A field trip was chosen for this lesson as it reinforces aviation history knowledge in a real-life setting.
7. **References:** Nil.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.

11. **Remarks:**

- a. There is no Instructional Guide for this EO.
- b. If there is no aviation museum in your community, check with your local museum or airport authority to determine if they have an aviation history display.
- c. Cadet squadron personnel are to determine whether a guide will escort the group or if an instructor from the squadron will be responsible for conducting the tour. The tour guide / squadron instructor should address the points outlined in the teaching points.

EO C130.05

1. **Performance:** Attend a Local Air Show
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall attend a local air show, to include:
 - a. identifying different aviation components; and
 - b. promoting an understanding of the civilian and military aviation communities.
4. **Teaching Points:** The following points are to be identified, to include:
 - a. the location of major aerodrome components,
 - b. the aircraft seen (military, civilian or cadet),
 - c. the main components of an airplane,
 - d. the use of the phonetic alphabet during communications,
 - e. local aviation history, to include:
 - (1) notable local aviation figures,
 - (2) notable local aviation events; and
 - f. aviation careers present at the air show, and
 - g. if the Snowbirds are present:
 - (1) the type of aircraft (Canadair CT-114 Tutor jet),
 - (2) the official name,
 - (3) the number of aircraft on the team,
 - (4) the pilots and technicians on the team, and
 - (5) interesting facts about their performances.
5. **Time:**

a.	Field Trip:	180 min
b.	Total:	180 min
6. **Substantiation:** A field trip was chosen for this lesson as it reinforces aviation and aircraft knowledge in a real-life setting.
7. **References:** Nil.

8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. There is no instructional guide for this EO.
 - b. Cadet squadron personnel are to determine an itinerary for the cadets to follow during the air show. The tour guide / squadron instructor should address the points outlined in the teaching points.

PO 140

1. **Performance:** Participate in Aerospace Activities
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance, as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group including areas suitable for water and foam rocket launching.
3. **Standard:** The cadet will launch a rocket, to include:
 - a. discussing Newton's Laws of Motion, and
 - b. launching a water rocket.
4. **Remarks:** Cadets qualified as Advanced Aerospace may serve as assistant instructors.
5. **Complementary Material:** Complementary material associated with PO 140 is designed to further the cadets' interest in space and aerospace through a number of activities:
 - a. EO C140.01 (Launch a Foam Rocket), and
 - b. EO C140.02 (Discuss Sleep Patterns in Space).

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EO M140.01

1. **Performance:** Launch a Water Rocket

2. **Conditions:**

a. Given:

- (1) Water rocket launch system,
- (2) Pump,
- (3) Two-litre plastic bottle,
- (4) Safety glasses / goggles,
- (5) Supervision,
- (6) Assistance as required.

b. Denied: Nil.

c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard:** The cadet shall:

- a. discuss Newton's Laws of Motion; and
- b. launch a water rocket.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain and discuss Newton's three Laws of Motion.	Interactive Lecture	15 min	C3-351
TP2	Have the cadets launch a water rocket.	In-Class Activity	65 min	C3-351

5. **Time:**

- | | |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 10 min |
| b. Interactive Lecture: | 15 min |
| c. In-Class Activity: | 65 min |
| d. Total: | 90 min |

6. **Substantiation:**

- a. An interactive lecture was chosen for TP 1 to orient the cadets to Newton's Laws of Motion.
- b. An in-class activity was chosen for TP 2 as a fun way to have the cadets launch a water rocket in a safe and controlled environment.

7. **References:**

- a. C3-266 Science Toy Maker. (2008). Making (and using) an overhead water rocket launcher. Retrieved October 1, 2008, from <http://www.sciencetoymaker.org/waterRocket/buildWaterRocketLauncher.htm>
- b. C3-291 Retter, Y. (2008). *Water Rocket – Skewer Design*. Retrieved November 21, 2008, from <http://www.geocities.com/yoramretter/SkewerDesign-v02.html>
- c. C3-351 National Aeronautics and Space Administration. (2008). *Adventures in Rocket Science*. Retrieved October 27, 2011, from http://www.nasa.gov/pdf/265386main_Adventures_In_Rocket_Science.pdf

8. **Training Aids:**

- a. Water rocket launch system,
- b. Pump,
- c. Two-litre plastic bottle,
- d. Safety glasses / goggles, and
- e. Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for the training area.

9. **Learning Aids:** Safety glasses / goggles.

10. **Test Details:** Nil.

11. **Remarks:**

- a. Cadets qualified as Advanced Aerospace may serve as assistant instructors during this lesson.
- b. The water rockets may be launched indoors in an area easy to clean up (eg, gymnasium floor) or out of doors in favourable weather.

EO C140.01

1. **Performance:** Launch a Foam Rocket
2. **Conditions:**
 - a. Given:
 - (1) 30-cm piece of polyethylene foam pipe insulation (for ½ inch pipe),
 - (2) Rubber band size 64,
 - (3) Bristol board,
 - (4) 7 to 8 inch cable ties,
 - (5) 75-cm string,
 - (6) Scissors,
 - (7) Meter stick,
 - (8) Push pin,
 - (9) Washer, nut or other small weight that can be attached to a string,
 - (10) Quadrant plans,
 - (11) Masking tape,
 - (12) Rocket construction instructions located at Attachment A,
 - (13) Launcher Quadrant Pattern located at Attachment B,
 - (14) Launch record sheet located at Attachment C,
 - (15) Supervision, and
 - (16) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group and an outdoor area or gymnasium with a high ceiling.
3. **Standard:** The cadet, in groups of 4, shall:
 - a. construct a foam rocket; and
 - b. launch a foam rocket.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Have the cadets, in groups of 4, construct a foam rocket.	In-Class Activity	25 min	C3-349

TP	Description	Method	Time	Refs
TP2	Have the cadets, in groups of 4, launch a foam rocket and record the launch data.	In-Class Activity	25 min	C3-349
TP3	Conduct an activity debriefing.	Group Discussion	5 min	

5. **Time:**

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min |
| b. | In-Class Activity: | 50 min |
| c. | Group Discussion: | 5 min |
| d. | Total: | 60 min |

6. **Substantiation:**

- An in-class activity was chosen for TPs 1 and 2 as it is an interactive way to demonstrate rocket propulsion to cadets. This activity contributes to the understanding of rocketry in a fun and challenging setting.
- A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, opinions, and feelings about their experiences launching foam rockets.

7. **Reference:** C3-349 *Rocket Activity, Foam Rocket*. Retrieved October 1, 2008, from http://www.nasa.gov/pdf/295787main_Rockets_Foam_Rocket.pdf

8. **Training Aids:**

- 30-cm piece of polyethylene foam pipe insulation (for ½ inch pipe),
- Rubber band size 64,
- Bristol board,
- 7 to 8 inch cable ties,
- 75-cm string,
- Scissors,
- Meter stick,
- Push pin,
- Wash, nut or other small weight that can be attached to a string,
- Quadrant plans,
- Masking tape,
- Rocket construction instructions located at Attachment A,
- Launcher Quadrant Pattern located at Attachment B, and
- Launch record sheet located at Attachment C.

9. **Learning Aids:**

- a. 30-cm piece of polyethylene foam pipe insulation (for ½ inch pipe),
- b. Rubber band size 64,
- c. Bristol board,
- d. 7 to 8 inch cable ties,
- e. 75-cm string,
- f. Scissors,
- g. Meter stick,
- h. Push pin,
- i. Wash, nut or other small weight that can be attached to a string,
- j. Quadrant plans, and
- k. Masking tape.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

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EO C140.02

1. **Performance:** Discuss Sleep Patterns in Space
2. **Conditions:**
 - a. Given:
 - (1) Reaction Time Sheet,
 - (2) Ruler,
 - (3) Sleep Log Sheet,
 - (4) Fraction Wheel for 24 Hours,
 - (5) Fraction Wheel for One Complete Day,
 - (6) Supervision, and
 - (7) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall discuss sleep patterns in space.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain sleep patterns in space to include: <ol style="list-style-type: none"> a. effects of lack of sleep, and b. types of sleep. 	Interactive Lecture	10 min	C3-350
TP2	Have the cadets participate in an activity where they measure their current state of alertness, to include: <ol style="list-style-type: none"> a. describing how tired they feel, b. completing the ruler test, c. discussing reaction times in relation to their sleep pattern, and d. completing a take-home assignment. 	In-Class Activity	15 min	C3-350
TP3	Have the cadets participate in an activity where they discuss their sleep patterns from the preceding two weeks, to include: <ol style="list-style-type: none"> a. building a fraction wheel for hours slept, b. plotting sleep patterns, and c. discussing the sleep patterns. 	In-Class Activity	25 min	C3-350

5. **Time:**

- | | |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 10 min |
| b. Interactive Lecture: | 10 min |
| c. In-Class Activity: | 40 min |
| d. Total: | 60 min |

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 to orient the cadets to the problems astronauts face sleeping in space.
- b. An in-class activity was chosen for TPs 2 and 3 to allow the cadets to experience some of the factors facing astronauts sleeping in space.

7. **Reference:** C3-350 The science of Sleep and Daily Rhythms. (2009). *Sleep Patterns*. Retrieved December 13, 2011, from http://www.nsbri.org/default/Documents/EducationAndTraining/MiddleSchool/Sleep/TSO_Sleep.pdf

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the training area,
- b. Reaction Time Sheet,
- c. Ruler,
- d. Sleep Log Sheet,
- e. Fraction Wheel for 24 Hours, and
- f. Fraction Wheel for One Complete Day.

9. **Learning Aids:**

- a. Reaction Time Sheet,
- b. Ruler,
- c. Sleep Log Sheet,
- d. Fraction Wheel for 24 Hours, and
- e. Fraction Wheel for One Complete Day.

10. **Test Details:** Nil.

11. **Remarks:** Allow two weeks in the schedule between TPs 2 and 3. This will ensure sufficient time for the cadets to log their sleep and participate in the final activity and discussion.

PO 160

1. **Performance:** Participate in Aerodrome Operations Activities
2. **Conditions:**
 - a. Given:
 - (1) Bristol board,
 - (2) Construction paper,
 - (3) Cardboard,
 - (4) Small boxes (shoe boxes),
 - (5) White chalk,
 - (6) Stick pins,
 - (7) Colour markers,
 - (8) Scissors,
 - (9) Glue,
 - (10) Masking tape,
 - (11) Supervision, and
 - (12) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadets will participate in aerodrome operations activities to identify features of and construct a model aerodrome, to include:
 - a. features of a runway,
 - b. major aerodrome components, and
 - c. aircraft maintenance facilities.
4. **Remarks:** Nil.
5. **Complementary Material:** Complementary material associated with PO 160 is designed to enhance the cadets' knowledge of aerodrome operations through a number one activity, EO C160.01 (Tour a Local Aerodrome).

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EO M160.01

1. **Performance:** Identify Major Aerodrome Components
2. **Conditions:**
 - a. Given:
 - (1) Game pieces located at Attachment B,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard:** The cadets shall identify the major components of an aerodrome, to include:
 - a. runway,
 - b. taxiway,
 - c. apron,
 - d. control tower,
 - e. terminal buildings,
 - f. windsock,
 - g. flying school, and
 - h. hangars.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Define the terms aerodrome and airport.	Interactive Lecture	5 min	A3-001 (p. 91)
TP2	Explain components of the airside of an aerodrome, to include: <ol style="list-style-type: none"> a. runway, b. taxiway, and c. apron. 	Interactive Lecture	5 min	A3-001 (pp. 91–92) C2-002
TP3	Explain components of an aerodrome, to include: <ol style="list-style-type: none"> a. control tower, b. terminal building, c. windsock, d. flying school, and e. hangars. 	Interactive Lecture	10 min	A3-001 (pp. 93 and 213) C2-002

TP	Description	Method	Time	Refs
TP4	Have the cadets identify components of an aerodrome.	In-Class Activity	5 min	

5. **Time:**

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min |
| b. | Interactive Lecture: | 20 min |
| c. | In-Class Activity: | 5 min |
| d. | Total: | 30 min |

6. **Substantiation:**

- An interactive lecture was chosen for TPs 1–3 as it allows the instructor to introduce basic information to the cadets.
- An in-class activity was selected for TP 4 as it is an interactive way to confirm the cadets' comprehension of the material.

7. **References:**

- A3-001 A-CR-CCP-263/PT-001 *From the ground up: Millennium edition*. (2000). Ottawa, ON: Aviation Publishers Co. Limited.
- C3-022 ISBN 0-19-541731-3 *The Canadian oxford dictionary* (2001). Don Mills, ON: Oxford University Press.

8. **Training Aids:**

- Presentation aids (eg, whiteboard / flipcharts / OHP / multimedia projector) appropriate for the training area,
- Flash cards located at Attachment A, and
- Answer key located at Attachment C.

9. **Learning Aids:**

- Flash cards located at Attachment A, and
- Game pieces located at Attachment B.

10. **Test Details:** Nil.11. **Remarks:** Nil.

EO M160.02

1. **Performance:** Identify Features of a Runway
2. **Conditions:**
 - a. Given:
 - (1) Runway markings located at Attachment A,
 - (2) Flipchart paper,
 - (3) Markers,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard:** The cadets shall identify the features of runways, to include:
 - a. lights,
 - b. numbering, and
 - c. markings.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss runway lights.	Interactive Lecture	5 min	A3-001 (p. 93)
TP2	Discuss runway numbering.	Interactive Lecture	10 min	A3-001 (p. 91)
TP3	Discuss runway markings and lights, to include: <ol style="list-style-type: none"> a. centreline, b. landing zone markers, c. threshold markings, d. aerodrome danger markings, e. obstruction lights, and f. windsock lighting. 	Interactive Lecture	5 min	A3-001 (pp. 91–93)
TP4	Have the cadets identify various features of a runway, to include: <ol style="list-style-type: none"> a. threshold markings, b. red / green lights, c. runway numbers, d. centre line, 	In-Class Activity	5 min	

TP	Description	Method	Time	Refs
	e. aerodrome landing markings, f. danger markings, and g. white lights.			

5. **Time:**

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min |
| b. | Interactive Lecture: | 20 min |
| c. | In-Class Activity: | 5 min |
| d. | Total: | 30 min |

6. **Substantiation:**

- An interactive lecture method was chosen for TP 1–3 as it allows the instructor to present basic information to the cadets.
- An in-class activity was selected for TP 4 as it is an interactive way to confirm the cadets' comprehension of the material.

7. **Reference:** A3-001 A-CR-CCP-263/PT-001 *From the ground up: Millennium edition* (2000). Ottawa, ON: Aviation Publishers Co. Limited.8. **Training Aids:**

- Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for the training area, and
- Runway features located at Attachment A.

9. **Learning Aids:**

- Flipchart paper and markers, and
- Runway features located at Attachment A.

10. **Test Details:** Nil.11. **Remarks:** Nil.

EO M160.03

1. **Performance:** Construct a Model Aerodrome
2. **Conditions:**
 - a. Given:
 - (1) Bristol board,
 - (2) Construction paper,
 - (3) Cardboard,
 - (4) Small boxes (shoe boxes),
 - (5) White chalk,
 - (6) Stick pins,
 - (7) Colour markers,
 - (8) Scissors,
 - (9) Glue,
 - (10) Masking tape,
 - (11) Supervision, and
 - (12) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group and model construction.
3. **Standard:** The cadet shall construct a model aerodrome, to include:
 - a. runway,
 - b. taxiway,
 - c. apron,
 - d. control tower,
 - e. terminal buildings,
 - f. windsock,
 - g. flying school, and
 - h. hangars.
4. **Teaching Points:** Have the cadets construct a model aerodrome.

5. **Time:**

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min |
| b. | In-Class Activity: | 55 min |
| c. | Total: | 60 min |

6. **Substantiation:** An in-class activity was selected for this lesson as it is a fun and interactive way to confirm the cadets' comprehension of the material.

7. **Reference:** A3-001 A-CR-CCP-263/PT-001 *From the ground up: Millennium edition* (2000). Ottawa, ON: Aviation Publishers Co. Limited.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flipcharts / OHP / multimedia projector) appropriate for the classroom / training area, and
- b. Picture of an aerodrome.

9. **Learning Aids:**

- a. Picture of an aerodrome,
- b. Bristol board,
- c. Construction paper,
- d. Cardboard,
- e. Small boxes (shoe boxes),
- f. White chalk,
- g. Stick pins,
- h. Colour markers,
- i. Scissors,
- j. Glue, and
- k. Masking tape.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO C160.01

1. **Performance:** Tour a Local Aerodrome
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard:** The cadet shall tour a local aerodrome, to include:
 - a. indentifying aviation components, and
 - b. discovering local aviation community and history.
4. **Teaching Points:** The tour guide should include:
 - a. location of major aerodrome components,
 - b. the aircraft seen at the facility (military, civilian or cadet),
 - c. the main components of an airplane,
 - d. the use of the phonetic alphabet,
 - e. local aviation history, to include:
 - (1) notable aviation figures, and
 - (2) notable aviation events;
 - f. aviation careers, and
 - g. elements of civilian aviation, to include:
 - (1) local aviation providers,
 - (2) flying clubs, and
 - (3) local aviation events.
5. **Time:**

a.	Introduction / Conclusion:	5 min
b.	Field Trip:	85 min
c.	Total:	90 min
6. **Substantiation:** A field trip was chosen for this lesson as it reinforces material previously taught through the participation in a field trip conducted in real-life setting.
7. **References:** Nil.
8. **Training Aids:** Nil.

9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:** There is no instructional guide for this EO.

PO 170

1. **Performance:** Discuss Aircraft Maintenance And Manufacturing
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadets shall discuss and participate in aircraft maintenance and manufacturing activities in order to have a general understanding of the aircraft maintenance and manufacturing industry.
4. **Remarks:** Nil.
5. **Complementary Material:** Complementary material under PO 170 is designed to enhance the cadets' knowledge of the aircraft maintenance and manufacturing industry through a number of activities:
 - a. EO C170.01 (Watch *How It's Made* Segments); and
 - b. EO C170.02 (Tour a local Aviation Maintenance Facility).

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EO C170.01

1. **Performance:** Watch *How It's Made* Segments
2. **Conditions:**
 - a. Given:
 - (1) *How It's Made* DVD,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall watch *How It's Made* segments to stimulate an interest in the aircraft maintenance and manufacturing industry.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss major components of the aircraft maintenance and manufacturing industry.	Interactive Lecture	5 min	C3-345 Transport Canada
TP2	Have the cadets watch and discuss <i>How It's Made</i> segments, to include: <ol style="list-style-type: none"> a. what is involved in the manufacturing of an aircraft; and b. what is involved in the maintenance of an aircraft. 	In-Class Activity	50 min	C3-288

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Interactive Lecture: 5 min
 - c. In-Class Activity: 50 min
 - d. Total: 60 min

6. **Substantiation:**
 - a. An interactive lecture was chosen for TP 1 as it allows the instructor to present basic information to the cadets.
 - b. An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest among cadets.

7. **References:**

- a. C3-288 Production MAJ, *How It's Made* capsules, Canada.
- b. C3-245 Transport Canada. (2011). *Canadian Aviation Regulations 2011-1*. Retrieved October 25, 2011, from <http://www.tc.gc.ca/eng/civilaviation/regserv/cars/part1-subpart1-1104.htm>

8. **Training Aids:**

- a. Presentation aids (e.g. whiteboard / flipcharts / OHP / multimedia projector) appropriate for the training area,
- b. *How It's Made* DVD,
- c. DVD player, and
- d. TV or multimedia projector.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Review the *How It's Made* segments prior to the lesson and determine which ones best meet the training objectives of the squadron.

EO C170.02

1. **Performance:** Tour a Local Aviation Maintenance Facility
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall tour a local aviation maintenance facility, to include:
 - a. identifying different components of aviation maintenance; and
 - b. identifying aircraft maintenance careers and opportunities.
4. **Teaching Points:** The following points are to be addressed during the tour, to include:
 - a. aircraft maintenance engineers and technicians and their role at the maintenance facility,
 - b. procedures and daily operation of the facility,
 - c. main components of an airplane,
 - d. career opportunities in the field, to include:
 - (1) training, and
 - (2) local aviation companies and employers.
5. **Time:**

a.	Field Trip:	90 min
b.	Total:	90 min
6. **Substantiation:** A field trip was chosen to reinforce learning through observing practical application of instructional material previously taught. The cadets participate in a structured and planned activity where they witness the application of the learning objectives with concrete examples.
7. **References:** Nil.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:** There is no instructional guide for this EO.

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PO 190

1. **Performance:** Participate in an Aircrew Survival Exercise
2. **Conditions:**
 - a. Given:
 - (1) Personal equipment,
 - (2) Backpack,
 - (3) Sleeping bag,
 - (4) Other materials and equipment as required,
 - (5) Supervision, and
 - (6) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Field setting, during an outdoor overnight aircrew survival exercise.
3. **Standard:** The cadet will participate in an aircrew survival exercise, to include:
 - a. packing equipment for an aircrew survival exercise;
 - b. maintaining personal equipment and hygiene in the field;
 - c. observing site policies and procedures;
 - d. identifying elements of survival psychology;
 - e. identifying types of shelters;
 - f. lighting, maintaining and extinguishing a fire; and
 - g. erecting, tearing down and packing tents.
4. **Remarks:**
 - a. Proficiency Level One cadets are expected to take part in a minimum of one overnight aircrew survival exercise during the training year. Activities during the exercise shall be structured to be group-oriented.
 - b. EO M190.03 to EO M190.08 is to be conducted practically during the overnight aircrew survival exercise.
5. **Complementary Material:** Complementary material associated with PO 190 is designed to provide additional aircrew survival skills through a number of activities:
 - a. EO C190.01 (Participate in a Presentation Given by a Member of a Survival Organization / Search and Rescue (SAR) Community),
 - b. EO C190.02 (Tie Knots and Lashings),
 - c. EO C190.03 (Construct a Hootchie-Style Shelter),
 - d. EO C190.04 (Collect Drinking Water in the Field),

- e. EO C190.05 (Identify Environmental Injuries),
- f. EO C190.06 (Demonstrate Respect for the Environment During an Aircrew Survival Exercise), and
- g. EO C190.07 (Identify Habitats of Animals and Insects).

EO M190.01

1. **Performance:** Pack Personal Equipment for an Aircrew Survival Exercise
2. **Conditions:**
 - a. Given:
 - (1) Personal clothing and equipment,
 - (2) Backpack / rucksack,
 - (3) Sleeping bag,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. select appropriate clothing for field training; and
 - b. pack personal equipment.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain how to select field clothing, to include: <ol style="list-style-type: none"> a. the layering principle, b. advantages and disadvantages of fabrics, c. footwear, and d. weather conditions. 	Interactive Lecture	30 min	C3-021 (pp. 22–25) C3-024 (p. 47)
TP2	Explain, demonstrate and have the cadets pack personal equipment for the field, to include: <ol style="list-style-type: none"> a. lining the backpack / rucksack with a large plastic bag before packing the kit; b. placing personal kit items into a separate bag with air removed to conserve space; c. placing items that are heavier and used least often at the bottom and back of the pack; d. placing lighter and often used items on the top and near the front of the pack; e. placing the tent at the top of the pack; and f. attaching the sleeping bag and sleeping pad firmly to the bottom of the pack. 	Demonstration and Performance	25 min	C3-021 (pp. 22–25) C3-024 (p. 47)

5. **Time:**

- | | |
|-----------------------------------|--------|
| a. Introduction / Conclusion: | 5 min |
| b. Interactive Lecture: | 30 min |
| c. Demonstration and Performance: | 25 min |
| d. Total: | 60 min |

6. **Substantiation:**

- a. An interactive lecture was chosen for TP 1 to orient the cadets on how to select field clothing and generate an interest in the subject.
- b. A demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate packing personal equipment skills the cadet is expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

7. **References:**

- a. C3-021 ISBN 0-7715-9035-0 McManners, H. (1994). *The complete wilderness survival manual*. Toronto, ON: McMillan Canada.
- b. C3-024 ISBN 0-7627-0476-4 Roberts, H. (1999). *Basic essentials backpacking*. Guildford, CT: The Globe Pequot Press.

8. **Training Aids:**

- a. Core layer clothing,
- b. Second layer clothing,
- c. Outer layer clothing,
- d. Pants suitable for field training,
- e. Wool clothing,
- f. Cotton clothing,
- g. Fleece clothing,
- h. Clothing made of synthetic fibres,
- i. Socks appropriate for field training,
- j. Footwear appropriate for field training,
- k. Backpack / rucksack,
- l. Hygiene items,
- m. Water bottle, and
- n. Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for the training area.

9. **Learning Aids:**
 - a. Backpack / rucksack,
 - b. Hygiene items, and
 - c. Various clothing items.
10. **Test Details:** Nil.
11. **Remarks:** This EO is to be delivered at the squadron on the training night prior to the weekend aircrew survival exercise.

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EO M190.02

1. **Performance:** Maintain Personal Equipment and Hygiene in the Field
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall maintain personal equipment and hygiene in the field, to include:
 - a. ensuring clothing is clean;
 - b. ensuring knife safety is adhered to; and
 - c. maintaining personal hygiene in the field by:
 - (1) washing;
 - (2) caring for teeth; and
 - (3) managing waste effectively.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain how to care for personal equipment.	Interactive Lecture	5 min	C3-003 (p. 6)
TP2	Explain knife safety in the field.	Interactive Lecture	10 min	C3-021 (pp. 32–33)
TP3	Explain how to maintain hygiene in the field, to include: <ol style="list-style-type: none"> a. identifying field hygiene requirements; b. washing in the field; c. dental care in the field; and d. disposing of waste. 	Interactive Lecture	10 min	C3-003 (p. 6)

5. **Time:**

- | | |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 5 min |
| b. Interactive Lecture: | 25 min |
| c. Total: | 30 min |

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to maintaining personal equipment and personal hygiene and generate an interest in the subject.

7. **References:**

- a. C3-003 ISBN 1-896713-00-9 Tawrell, P. (1996). *Camping and wilderness survival: The ultimate outdoors book*. Green Valley, ON: Author.
- b. C3-021 ISBN 0-7715-9035-0 McManners, H. (1994). *The complete wilderness survival manual*. Toronto, ON: McMillan Canada.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for the training area; and
- b. Knife.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** This EO is to be delivered at the squadron on the training night prior to the aircrew survival exercise.

EO M190.03

1. **Performance:** Observe Site Policies and Procedures
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Aircrew survival exercise training area.
3. **Standard:** The cadet shall observe site policies and procedures, to include:
 - a. safety,
 - b. fire regulations,
 - c. site layout, and
 - d. self-protection when encountering animals.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe safety issues related to field training, to include: <ol style="list-style-type: none"> a. general safety procedures, to include: <ol style="list-style-type: none"> (1) acceptable behaviour, and (2) procedures specific to training site; b. medical procedures in case of emergency, to include: <ol style="list-style-type: none"> (1) locating the first aid area, (2) what to do in case of medical emergency, (3) muster point, (4) officer in charge of first aid, and (5) other information specific to the training area; and c. environmental procedures, to include: <ol style="list-style-type: none"> (1) garbage disposal, (2) grey water disposal, (3) cutting down live trees, 	Interactive Lecture	10 min	Squadron Standing Orders Exercise Operations Order

TP	Description	Method	Time	Refs
	(4) chemical spills, and (5) other information found in aircrew survival exercise operations order specific to the training area.			
TP2	Explain fire regulations in place at the training site, to include: a. what to do in case of fire, b. where the muster point is located, and c. where the firefighting equipment is located.	Interactive Lecture	10 min	Squadron Standing Orders Exercise Operations Order
TP3	Give an overview of the layout of the site, to include: a. command point, b. first aid area, c. sleeping areas, d. fire pit, e. latrines, f. petroleum, oil and lubricant (POL) point, g. water point, h. wet and dry garbage areas, and i. any other areas that relate to site layout.	Interactive Lecture	15 min	Squadron Standing Orders Exercise Operations Order
TP4	Discuss safety measures with regards to animals, to include: a. potentially dangerous animals indigenous to local training areas, to include: (1) bears, (2) cougars, (3) rattlesnakes, (4) wolves, (5) moose, (6) elk, and (7) bison; and b. self-protection regarding these animals (preventive measures and defensive actions).	Interactive Lecture	15 min	A3-010 (pp. 3-59–3-60) C3-003 (pp. 17–72, 731–734, 738, 739 and 741) C3-006 (pp. 72, 73, 77, 81–83) C3-007 (pp. 128, 129 and 131)

5. **Time:**

a.	Introduction / Conclusion:	10 min
b.	Interactive Lecture:	50 min
c.	Total:	60 min

6. **Substantiation:** An interactive lecture was chosen for this lesson to give direction on policies and procedures of an aircrew survival exercise site.
7. **References:**
 - a. A3-010 A-CR-CCP-121/PT-001 Cadets Canada. (2000). *Royal Canadian army cadet reference book*. Ottawa, ON: Cadets Canada.
 - b. C3-003 ISBN 1-896713-00-9 Tawrell, P. (1996). *Camping and wilderness survival: The ultimate outdoors book*. Green Valley, ON: Author.
 - c. C3-006 ISBN 0-07-135437-9 Hall, A. (2001). *The essential backpacker: A guide for the foot traveller*. Blacklick, OH: Ragged Mountain Press.
 - d. C3-007 ISBN 0-684-85909-2 Harvey, M. (1999). *The national outdoor leadership school's wilderness guide*. New York, NY: Simon & Schuster.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:** The directives outlined in CATO 11-08 *Environmental Protection and Stewardship* are to be adhered to during this training.

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EO M190.04

1. **Performance:** Discuss Survival Psychology
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Aircrew survival exercise training area.
3. **Standard:** The cadet shall identify elements of survival psychology, to include:
 - a. the role of fear and how to deal with it in a survival situation,
 - b. action to take when lost,
 - c. the survival pattern, and
 - d. the seven enemies of survival.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the role of fear in a survival situation, to include: <ol style="list-style-type: none"> a. reactions to fear; and b. dealing with fear. 	Interactive Lecture	5 min	A3-016 (pp. 11–16)
TP2	Explain taking action when lost: stopping, thinking, observing and planning.	Interactive Lecture	10 min	C3-005 (pp. 133–144)
TP3	Explain the survival pattern and how to employ it in a survival situation, to include: <ol style="list-style-type: none"> a. first aid, b. fire, c. shelter, d. signals, and e. food and water. 	Interactive Lecture	15 min	A3-016 (pp. 11–16)
TP4	Explain the seven enemies of survival and how to combat them, to include: <ol style="list-style-type: none"> a. pain, b. cold, c. thirst, d. hunger, e. fatigue, 	Interactive Lecture	20 min	A3-016 (pp. 11–16)

TP	Description	Method	Time	Refs
	f. boredom, and g. loneliness.			

5. **Time:**

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture: | 50 min |
| c. | Total: | 60 min |

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to survival psychology and to generate an interest in the subject.

7. **References:**

- a. A3-016 B-GG-217-001/PT-001 Director Air Operations and Training. (1978). *Down but not out*. Ottawa, ON: Department of National Defence.
- b. C3-005 ISBN 0-89886-814-9 Sierra Club San Diego Chapter. (1999). *Wilderness basics: The complete handbook for hikers & backpackers*. Portland, OR: The Mountaineers Books.

8. **Training Aids:** Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for the training area.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** The directives outlined in CATO 11-08 *Environmental Protection and Stewardship* are to be adhered to during this training.

EO M190.05

1. **Performance:** Identify Types of Shelters
2. **Conditions:**
 - a. Given:
 - (1) Arctic tent,
 - (2) Modular tent,
 - (3) Civilian-pattern tent,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Aircrew survival exercise training area.
3. **Standard:** The cadet shall identify types of shelters, to include:
 - a. factors affecting site selection,
 - b. types of natural shelters,
 - c. types of improvised shelters, and
 - d. types of tentage.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the importance of site selection, to include: <ol style="list-style-type: none"> a. land considerations, b. water considerations, c. animal and insect considerations, and d. other considerations. 	Interactive Lecture	10 min	C3-002 (pp. 125–131) C3-003 (pp. 96–104) C3-004 (p. 46)
TP2	Describe natural shelters.	Interactive Lecture	5 min	C3-002 (pp. 244–245, 260–261)
TP3	Describe improvised shelters.	Interactive Lecture	5 min	C3-002 (pp. 247–250)
TP4	Describe tentage, to include: <ol style="list-style-type: none"> a. Arctic tents, b. modular tents, and c. civilian-pattern tents. 	Interactive Lecture	5 min	A3-012 (pp. 3- 22–3-24) A3-009 (pp. 3– 7)

5. **Time:**

- | | |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 5 min |
| b. Interactive Lecture: | 25 min |
| c. Total: | 30 min |

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to types of shelters.

7. **References:**

- a. A3-009 A-CR-CCP-107/PT-002. Director Cadets 3 (1979). *Royal Canadian Army Cadet CTP winter adventure training manual*. Ottawa, ON: Department of National Defence.
- b. A3-012 B-GG-302-002/FP-001 DAD. (1982). *Basic cold weather training*. Ottawa, ON: Department of National Defence.
- c. C3-002 ISBN 0-00-653140-7 Wiseman, J. (1999). *The SAS survival handbook*. Hammersmith, London: HarperCollins Publishers.
- d. C3-003 ISBN 1-896713-00-9 Tawrell, P. (1996). *Camping and wilderness survival: The ultimate outdoors book*. Green Valley, ON: Author.
- e. C3-004 ISBN 1-85227-866-8 Davies, B. (1999). *SAS encyclopedia of survival*. London, England: Virgin Publications.

8. **Training Aids:**

- a. Twine,
- b. Cave (if in the training site),
- c. Fallen tree that could be used as a shelter (if in the training site),
- d. A-frame shelter,
- e. Lean-to shelter,
- f. Modular tent,
- g. Arctic tent, and
- h. Civilian-pattern tents.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil

11. **Remarks:**

- a. All shelters listed should be setup prior to the lesson being taught.
- b. The directives outlined in CATO 11-08 *Environmental Protection and Stewardship* are to be adhered to during this training.

EO M190.06

1. **Performance:** Light, Maintain and Extinguish a Fire
2. **Conditions:**
 - a. Given:
 - (1) Flint and steel,
 - (2) Magnifying glass,
 - (3) Matches,
 - (4) Battery,
 - (5) Steel wool,
 - (6) Saw,
 - (7) Wood / fuel,
 - (8) Water,
 - (9) Fire extinguisher,
 - (10) Shovel,
 - (11) Supervision, and
 - (12) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Aircrew survival exercise training area, with a low to moderate rating under the Canadian Wildland Fire Information System (CWFIS).
3. **Standard:** The cadet shall:
 - a. adhere to all fire safety principles;
 - b. light a fire, to include:
 - (1) selecting an appropriate fire site;
 - (2) preparing the tinder, kindling and fuel; and
 - (3) applying a method for obtaining a spark;
 - c. maintain a fire, to include:
 - (1) applying an appropriate amount of wood;
 - (2) ensuring appropriate amount of ventilation; and
 - (3) ensuring the fire is contained to a controllable size; and
 - d. extinguish a fire, to include:
 - (1) smothering the fire with wet earth and / or water; and
 - (2) filling in the fire pit.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain principles of fire safety, to include: a. Forest Fire Danger Rating System, b. strong winds, and c. c. size of fire.	Interactive Lecture	5 min	C3-003 (Ch 10, p. 122)
TP2	Explain, demonstrate and have the cadets determine an appropriate site location and layout for a fire.	Demonstration and Performance	15 min	C3-003 (p. 122)
TP3	Identify the required elements of a fire.	Interactive Lecture	5 min	C3-002 (p. 266)
TP4	Describe types of fires, to include: a. warmth and comfort fires, b. signal fires, and c. cooking fires.	Interactive Lecture	15 min	C3-003 (pp. 122-135)
TP5	Explain, demonstrate and have the cadets practice lighting, maintaining and extinguishing fires.	Demonstration and Performance	45 min	C3-003 (pp. 122-130) C3-002 (pp. 268-275)

5. **Time:**

- | | |
|-----------------------------------|--------|
| a. Introduction / Conclusion: | 5 min |
| b. Interactive Lecture: | 25 min |
| c. Demonstration and Performance: | 60 min |
| d. Total: | 90 min |

6. **Substantiation:**

- An interactive lecture was chosen for TPs 1, 3 and 4 to illustrate the application of rules, principles and concepts of fire safety, elements of fire and types of fires.
- A demonstration and performance was chosen for TPs 2 and 5 as it allows the instructor to explain and demonstrate site location and layout, lighting, maintaining and extinguishing a fire.

7. **References:**

- C3-002 ISBN 0-00-653140-7 Wiseman, J. (1999). *The SAS survival handbook*. Hammersmith, London: HarperCollins Publishers.
- C3-003 ISBN 1-896713-00-9 Tawrell, P. (1996). *Camping and wilderness survival: The ultimate outdoors book*. Green Valley, ON: Author.

8. Training Aids:

- a. Teepee fire,
- b. Signal fire,
- c. Log cabin fire,
- d. Flag tape,
- e. Candle,
- f. Matches,
- g. Glass (cup),
- h. Flint and steel,
- i. Magnifying glass,
- j. Batteries,
- k. Steel wool,
- l. Saw,
- m. Tinder,
- n. Kindling,
- o. Fuel,
- p. Water,
- q. Fire extinguishers, and
- r. Shovels.

9. Learning Aids:

- a. Matches,
- b. Flint and steel,
- c. Magnifying glass,
- d. Batteries,
- e. Steel wool,
- f. Tinder,
- g. Kindling,
- h. Water,
- i. Wood,
- j. Sand, and
- k. Shovels.

10. **Test Details.** Nil.
11. **Remarks.** The directives outlined in CATO 11-08 *Environmental Protection and Stewardship* are to be adhered to during this training.

EO M190.07

1. **Performance:** Erect, Tear Down and Pack Tents
2. **Conditions:**
 - a. Given:
 - (1) Modular tent,
 - (2) Mallet,
 - (3) Shovel,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Aircrew survival exercise training area.
3. **Standard:** The cadet shall erect, tear down and pack a two-section modular tent with walls.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Explain, demonstrate and have the cadets, as a member of a group, erect, tear down and pack a two-section modular tent with walls, to include:</p> <ol style="list-style-type: none"> a. identifying components of a modular tent; b. identifying tent sections; c. identifying accessories; d. discussing tent maintenance; e. discussing site selection; f. erecting; g. tearing down; and h. packing. 	Demonstration and Performance	60 min	A3-059 (p. 1-5, p. 1-8, p. 2-1-2-20)
TP2	<p>Explain and demonstrate erecting, tearing down and packing a 5- or 10-person Arctic tent, to include:</p> <ol style="list-style-type: none"> a. components of a 5- or 10-person Arctic tent, and b. Arctic tent inspection. 	Demonstration	30 min	A3-060 (pp. 3-11-3-25)
TP3	<p>Explain and demonstrate erecting, tearing down and packing a civilian-pattern tent, to include:</p> <ol style="list-style-type: none"> a. selecting a civilian-pattern tent; b. erecting; 	Demonstration	20 min	C3-003 (p. 37)

TP	Description	Method	Time	Refs
	c. tearing down and packing; and d. care and maintenance.			

5. **Time:**

- | | | |
|----|--------------------------------|---------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Demonstration and Performance: | 60 min |
| c. | Demonstration: | 50 min |
| d. | Total: | 120 min |

6. **Substantiation:**

- A demonstration and performance was chosen for TP 1 as it allows the instructor to explain and demonstrate erecting, tearing down and packing a modular tent while providing an opportunity for the cadets to practice these skills under supervision.
- A demonstration was chosen for TPs 2–3 as it allows the instructor to demonstrate the skills while providing the cadets with knowledge on erecting, tearing down and packing tents.

7. **References:**

- A3-012 B-GG-302-002/FP-001 DAD (1982). *Basic Cold Weather training*. Ottawa, ON: Department of National Defence.
- A3-059 C-87-110-000/MS-000 Canadian Forces. (1983). *Operational support and maintenance manual: Tent, main*. Ottawa, ON: Department of National Defence.
- C3-003 ISBN 1-896713-00-9 Tawrell, P. (1996). *Camping and wilderness survival: The ultimate outdoors book*. Green Valley, ON: Author.

8. **Training Aids:**

- Modular tent,
- 5- or 10-person Arctic tent,
- Civilian-pattern tent,
- Mallet, and
- Shovel.

9. **Learning Aids:**

- Modular tent,
- Mallet, and
- Shovel.

10. **Test Details:** Nil.11. **Remarks:**

- Every cadet, as a member of a group, should be given the opportunity to erect, tear down and pack a modular tent during the aircrew survival exercise.

- b. Assistant instructors may be required for this lesson.
- c. The directives outlined in CATO 11-08 *Environmental Protection and Stewardship* are to be adhered to during this training.

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EO C190.01

1. **Performance:** Participate in a Presentation Given by a Member of a Survival Organization / Search and Rescue (SAR) Community
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental:
 - (1) Suitable classroom facilities / training area large enough to accommodate entire group; or
 - (2) Aircrew survival exercise training area.
3. **Standard:** The cadet shall participate in a presentation given by a member of a survival organization / Search and Rescue (SAR) community about different aspects of survival / SAR.
4. **Teaching Points:** The presentation should include:
 - a. a description of their company / organization,
 - b. a description of their role and duties,
 - c. an outline of the training and experience required to do their job,
 - d. a description of a day in the life of a member of the survival organization,
 - e. anecdotes, and
 - f. a question and answer period.
5. **Time:**

a.	Interactive Lecture:	60 min
b.	Total:	60 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to review, clarify, emphasize and summarize the teaching points.
7. **Reference:** Nil.
8. **Training Aids:** Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for the training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.

11. **Remarks:**

- a. There is no instructional guide for this EO.
- b. This presentation can be conducted in a classroom or during the aircrew survival exercise.
- c. For a list of organizations, visit the National Search and Rescue Secretariat website at www.nss.gc.ca/sar_directory/index_e.asp

EO C190.02

1. **Performance:** Tie Knots and Lashings
2. **Conditions:**
 - a. Given:
 - (1) Two three-metre lengths of 10mm braided rope,
 - (2) Poles,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Aircrew survival exercise training area.
3. **Standard:** The cadet shall tie knots and lashings, to include:
 - a. reef knot,
 - b. figure-of-eight knot,
 - c. clove hitch,
 - d. bowline,
 - e. round lashing,
 - f. square lashing, and
 - g. figure-of-eight lashing.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe the parts of a rope, to include: <ol style="list-style-type: none"> a. the working end, b. the working part, c. the standing part, d. the standing end, e. the crossing turn or loop, and f. the bight. 	Interactive Lecture	5 min	C3-026 (pp. 28–29)
TP2	Explain, demonstrate and have the cadets tie the following knots: <ol style="list-style-type: none"> a. reef knot, b. figure-of-eight knot, c. clove hitch, and d. bowline. 	Demonstration and Performance	25 min	C3-026 (p. 44, p. 98, p. 104, p. 162)

TP	Description	Method	Time	Refs
TP3	Explain, demonstrate and have the cadets tie the following lashings: a. round, b. square, and c. figure-of-eight.	Demonstration and Performance	25 min	C3-026 (p. 180, p. 182, p. 186)

5. **Time:**

- | | | |
|----|--------------------------------|--------|
| a. | Introduction / Conclusion: | 5 min |
| b. | Interactive Lecture: | 5 min |
| c. | Demonstration and Performance: | 50 min |
| d. | Total: | 60 min |

6. **Substantiation:**

- An interactive lecture was chosen for TP 1 to present background material on rope terminology.
- A demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to explain and demonstrate tying knots and lashings while providing an opportunity for the cadets to practice and develop these skills under supervision.

7. **References:** C3-026 ISBN 1-55267-218-2 Pawson, D. (2001). *Pocket guide to knots and splices*. London: PRC Publishing.8. **Training Aids:**

- Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the training area,
- Knot and lashing handouts,
- Knife,
- Three metres braided rope, and
- Poles.

9. **Learning Aids:**

- Two three-metre lengths of 10mm braided rope,
- Poles, and
- Knot and lashing handouts.

10. **Test Details:** Nil.11. **Remarks:** The cadet will require two pieces of 3 m long and 10 mm diameter braided rope to perform the required knots and lashings.

EO C190.03

1. **Performance:** Construct a Hootchie-Style Shelter
2. **Conditions:**
 - a. Given:
 - (1) Groundsheets,
 - (2) Cord / rope / twine,
 - (3) Pegs,
 - (4) Other materials and equipment as required,
 - (5) Supervision, and
 - (6) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Aircrew survival exercise training area.
3. **Standard:** The cadets, in groups of two, shall construct a hootchie-style shelter, to include:
 - a. obtaining appropriate supplies;
 - b. selecting an appropriate site;
 - c. zipping groundsheets together;
 - d. tying the groundsheets to trees;
 - e. pegging the groundsheets; and
 - f. digging trenches.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain and demonstrate the procedure for constructing a hootchie-style shelter.	Demonstration	25 min	C3-002 (pp. 242, 243 and 247) C3-003 (pp. 96–101)
TP2	Have the cadets construct a hootchie-style shelter.	Practical Activity	60 min	C3-002 (pp. 242, 243 and 247) C3-003 (pp. 96–101)

5. **Time:**

- | | |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 5 min |
| b. Demonstration: | 25 min |
| c. Practical Activity: | 60 min |
| d. Total: | 90 min |

6. **Substantiation:**

- a. A demonstration was chosen for TP 1 as it allows the instructor to explain and demonstrate setting up a hootchie-style shelter while providing an opportunity for the cadets to observe and ask questions.
- b. A practical activity was chosen for TP 2 as it is an interactive way for the cadets to experience the setting up shelters in a safe and controlled environment.

7. **References:**

- a. C3-002 ISBN 0-00-653140-7 Wiseman, J. (1999). *The SAS survival handbook*. Hammersmith, London: HarperCollins Publishers.
- b. C3-003 ISBN 1-896713-00-9 Tawrell, P. (1996). *Camping and wilderness survival: The ultimate outdoors book*. Green Valley, ON: Author.

8. **Training Aids:**

- a. Completed hootchie-style shelter for demonstration purposes,
- b. Cord / Rope / Twine,
- c. Knife,
- d. Shovel,
- e. Groundsheets, and
- f. Pegs.

9. **Learning Aids:**

- a. Cord / rope / twine,
- b. Knives,
- c. Shovel,
- d. Groundsheets, and
- e. Pegs.

10. **Test Details:** Nil.

11. **Remarks:** The directives outlined in CATO 11-08 *Environmental Protection and Stewardship* are to be adhered to during this training.

EO C190.04

1. **Performance:** Collect Drinking Water in the Field
2. **Conditions:**
 - a. Given:
 - (1) Plastic bags,
 - (2) Plastic sheets,
 - (3) Shovels,
 - (4) Pegs,
 - (5) Cup or bowl,
 - (6) Supervision, and
 - (7) Assistance as required.
 - b. Denied: Nil.
 - c. Environment: Aircrew survival exercise training area.
3. **Standard:** The cadets shall collect drinking water, to include:
 - a. locating water; and
 - b. using different methods for collecting rain, dew, water from other vegetation, water from soil, and ground water.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe the importance of water conservation and retaining fluids.	Interactive Lecture	15 min	C3-002 (pp. 22 to 24) C3-021 (pp. 68–77)
TP2	Explain, demonstrate and have the cadets collect drinking water, by: <ol style="list-style-type: none"> a. creating a rain collector; b. collecting dew; c. collecting water from vegetation; d. creating a solar still; and e. digging for ground water. 	Demonstration and Performance	40 min	C3-002 (pp. 22–24) C3-003 (pp. 149–152) C3-021 (pp. 68–77)

5. **Time:**

- | | |
|-----------------------------------|--------|
| a. Introduction / Conclusion: | 5 min |
| b. Interactive Lecture: | 15 min |
| c. Demonstration and Performance: | 40 min |
| d. Total: | 60 min |

6. **Substantiation:**

- An interactive lecture was chosen for TP 1 to orient the cadets to conserving water and generate an interest in the subject.
- A demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate collecting drinking water and provides an opportunity for the cadets to practice the skill under supervision.

7. **References:**

- C3-002 ISBN 0-00-653140-7 Wiseman, J. (1999). *The SAS survival handbook*. Hammersmith, London: HarperCollins Publishers.
- C3-003 ISBN 1-896713-00-9 Tawrell, P. (1996). *Camping and wilderness survival: The ultimate outdoors book*. Green Valley, ON: Author.
- C3-021 ISBN 0-7715-9035-0 McManners, H. (1994). *The complete wilderness survival manual*. Toronto, ON: McMillan Canada.

8. **Training Aids:**

- Plastic bags,
- Plastic sheets,
- Shovels,
- Pegs, and
- Cup or bowl.

9. **Learning Aids:**

- Rocks,
- Cloth (for collecting dew),
- Plastic bags,
- Plastic sheets,
- Shovels,
- Pegs, and
- Cup or bowl.

10. **Test Details:** Nil.

11. **Remarks:**

- a. The directives outlined in CATO 11-08 *Environmental Protection and Stewardship* are to be adhered to during this training.
- b. This lesson should be scheduled at the start of the first morning with the cadets setting up their water-collection devices. Follow up should take place the next day to indicate the cadets' water-collecting devices worked.

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EO C190.05

1. **Performance:** Identify Environmental Injuries
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental:
 - (1) Suitable classroom facilities / training area large enough to accommodate entire group; or
 - (2) Aircrew survival exercise training area.
3. **Standard:** The cadet shall identify environmental injuries, to include:
 - a. hiking injuries,
 - b. frostbite injuries,
 - c. hypothermia, and
 - d. heat-related injuries.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain how to recognize hiking injuries, to include: <ol style="list-style-type: none"> a. blisters, b. shin splints, c. muscle cramps, and d. sprains. 	Interactive Lecture	5 min	C3-007 (pp. 163–164) C3-014 (p. 213) C3-013 (pp. 120–121) C3-003 (p. 306)
TP2	Explain how to recognize frostbite injuries, to include: <ol style="list-style-type: none"> a. incipient frostbite (frost nip), b. superficial frostbite, and c. deep frostbite. 	Interactive Lecture	5 min	C3-015 (pp. 129–130)
TP3	Explain how to recognize the signs and symptoms of hypothermia.	Interactive Lecture	5 min	C3-015 (pp. 120, 122–124)

TP	Description	Method	Time	Refs
TP4	Explain how to recognize heat-related injuries, to include: a. heat cramps, b. heat exhaustion, c. heatstroke, d. sunburn, e. sore eyes, and f. dehydration.	Interactive Lecture	10 min	C3-002 (pp. 446–448)

5. **Time:**

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min |
| b. | Interactive Lecture: | 25 min |
| c. | Total: | 30 min |

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to environmental injuries and generate awareness of the subject.

7. **References:**

- C3-002 ISBN 0-00-653140-7 Wiseman, J. (1999). *The SAS survival handbook*. Hammersmith, London: HarperCollins Publishers.
- C3-003 ISBN 1-896713-00-9 Tawrell, P. (1996). *Camping and wilderness survival: The ultimate outdoors book*. Green Valley, ON: Author.
- C3-007 ISBN 0-684-85909-2 Harvey, M. (1999). *The national outdoor leadership school's wilderness guide*. New York, NY: Simon & Schuster.
- C3-013 ISBN 0-7360-4602-X Clark, N. (2003). *Nancy Clark's sports nutrition guidebook*. United States: Author.
- C3-014 ISBN 0-3955-2808-9 Alter, J. (1986). *Stretch & strengthen*. United States: Author.
- C3-015 ISBN 089886-643-X Weiss, H. (1992). *Secrets of warmth for comfort or survival*. Seattle, WA: The Mountaineers.

8. **Training Aids:** Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for the training area.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** The directives outlined in CATO 11-08 *Environmental Protection and Stewardship* are to be adhered to during this training.

EO C190.06

1. **Performance:** Demonstrate Respect for the Environment During an Aircrew Survival Exercise
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Aircrew survival exercise training area.
3. **Standard:** The cadet shall demonstrate respect for the environment during an aircrew survival exercise.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss the importance of low impact camping.	Interactive Lecture	5 min	C3-005 (pp. 251–253) C3-008 (pp. 98–100)
TP2	Discuss factors while cooking.	Interactive Lecture	5 min	C3-005 (pp. 253–255)
TP3	Discuss factors while washing.	Interactive Lecture	10 min	C3-005 (pp. 254–255)
TP4	Discuss waste disposal methods.	Interactive Lecture	5 min	C3-005 (pp. 257–258)

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Interactive Lecture: 25 min
 - c. Total: 30 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to present information on respecting the environment during an aircrew survival exercise.
7. **References:**
 - a. C3-005 ISBN 0-89886-814-9 Sierra Club San Diego Chapter. (1999). *Wilderness basics: The complete handbook for hikers & backpackers*. Portland, OR: The Mountaineers Books.
 - b. C3-008 ISBN 0-02861-100-4 Moulant, M. (1999). *Complete idiot's guide to camping and hiking*. Toronto, Canada: Alpha Books.

8. **Training Aids:**

- a. Example of low impact survival exercise training area,
- b. Biodegradable soap, and
- c. Biodegradable shampoo.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** The directives outlined in CATO 11-08 *Environmental Protection and Stewardship* are to be adhered to during this training.

EO C190.07

1. **Performance:** Identify Habitats of Animals and Insects
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Aircrew survival exercise training area.
3. **Standard:** The cadet shall identify habitats of edible insects and animals, to include:
 - a. signs of feeding,
 - b. droppings,
 - c. rootings,
 - d. scents and smells, and
 - e. tracks.
4. **Teaching Points:** Identify habitats of animals and insects.
5. **Time:**

a. Introduction / Conclusion:	5 min
b. In-Class Activity:	25 min
c. Total:	30 min
6. **Substantiation:** An in-class activity was chosen for this lesson as it is an interactive way to present the content.
7. **References:**
 - a. C3-002 ISBN 0-00-653140-7 Wiseman, J. (1999). *The SAS survival handbook*. Hammersmith, London: HarperCollins Publishers.
 - b. C3-003 ISBN 1-896713-00-9 Tawrell, P. (1996). *Camping and wilderness survival: The ultimate outdoors book*. Green Valley, ON: Author.
 - c. C3-150 ISBN 978-0-8117-3292-5 Davenport, G. (2006). *Wilderness survival*. Mechanicsburg, PA: Stackpole Books.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:** The directives outlined in CATO 11-08 *Environmental Protection and Stewardship* are to be adhered to during this training.

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INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

The various methods of instruction commonly accepted as appropriate for cadet training is outlined below

METHOD	DEVELOPMENTAL PERIOD ONE AGES 12 – 14 EXPERIENCE-BASED	DEVELOPMENTAL PERIOD TWO AGES 15 – 16 DEVELOPMENTAL	DEVELOPMENTAL PERIOD THREE AGES 17 – 18 COMPETENCY
Case Study	Not applicable	Applicable	Applicable
Demonstration and Performance	Applicable	Applicable	Applicable
Experiential Learning	Applicable	Applicable	Applicable
Field Trip	Applicable	Applicable	Applicable
Game	Applicable	Applicable	Applicable
Group Discussion	Applicable	Applicable	Applicable
Guided Discussion	Not applicable	Not applicable	Applicable
In-class Activity	Applicable	Applicable	Applicable
Interactive Lecture	Applicable	Applicable	Applicable
Lecture	Applicable	Applicable	Applicable
On-the job Training (OJT)	Not applicable	Not applicable	Applicable
Peer Learning	Not applicable	Not applicable	Applicable
Practical Activity	Applicable	Applicable	Applicable
Role Play	Not applicable	Applicable	Applicable
Self-Study	Not applicable	Not applicable	Applicable
Simulation	Not applicable	Not applicable	Applicable
Tutorial	Not applicable	Not applicable	Applicable

INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

General information follows on each method for its age-appropriateness, definition, application, advantages and disadvantages.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>DEMONSTRATION AND PERFORMANCE</p> <p>Cadets observe the instructor performing the task in a demonstration, and rehearse it under the supervision of the instructor.</p> <p>Demonstration Method</p> <p>A method of instruction where the instructor, by actually performing an operation or doing a job, shows the cadet what to do, how to do it and through explanations brings out why, where and when it is done.</p> <p>Performance Method</p> <p>A method in which the cadet is required to perform, under controlled conditions, the operations, skill or movement being taught.</p>	<p>Demonstration Method</p> <ol style="list-style-type: none"> 1. To teach hands-on operations or procedures. 2. To teach troubleshooting. 3. To illustrate principles. 4. To teach operation or functioning of equipment. 5. To set standards of workmanship. 6. To teach safety procedures. <p>Performance Method</p> <ol style="list-style-type: none"> 1. To teach hands-on operations or procedures. 2. To teach operations or functioning of equipment. 3. To teach team skills. 4. To teach safety procedures. 	<p>Demonstration Method</p> <ol style="list-style-type: none"> 1. Minimizes damage and waste. 2. Saves time. 3. Can be presented to large groups. <p>Performance Method</p> <ol style="list-style-type: none"> 1. Builds confidence. 2. Enables learning evaluation. 3. Reduces damage and waste. 4. Promotes safety. 	<p>Demonstration Method</p> <ol style="list-style-type: none"> 1. Requires careful preparation and rehearsal. 2. Requires special classroom arrangements. 3. Requires equipment and aids. <p>Performance Method</p> <ol style="list-style-type: none"> 1. Requires tools and equipment. 2. Requires large blocks of time. 3. Requires more instructors.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>EXPERIENTIAL LEARNING</p> <p>Learning in the cadet program is centred on experiential learning. This involves learning knowledge and skills from direct experience. People learn best from their own experiences and can then apply the knowledge and skills in new situations. The four stages of the cycle may be considered and applied to all activities within the Cadet Program, regardless of methodology chosen.</p> <p>Stage 1: Concrete Experience: Cadets have an experience and take time to identify and define what the experience is. Sample activities: direct observations, simulations, field trips, and reading.</p> <p>Stage 2: Reflective Observation: Cadets need to reflect on and examine what they saw, felt and thought while they were having the experience. Sample activities: discussion, journals / logs, and graphs.</p> <p>Stage 3: Abstract Conceptualization: Cadets work to understand and make connections from the experience to new or different situations. Sample activities: interview, discussion, model building, analogies and planning.</p> <p>Stage 4: Active Experimentation: Cadets look ahead to and plan the application of skills and knowledge acquired to future experience. Sample activities include: simulation, fieldwork.</p> <p>Note: The cycle is ongoing as each learning experience builds on another.</p>	<ol style="list-style-type: none"> 1. To teach practical skills. 2. To learn how to learn. 3. To teach transferable skills. 4. To teach a process or principle. 5. To teach problem solving. 	<ol style="list-style-type: none"> 1. Knowledge is shared and created by collectively by all participants. 2. Everyone is actively involved in the teaching – learning process. 3. Appeals to many learning styles. 4. Student centred. 	<ol style="list-style-type: none"> 1. Resource intensive. 2. Requires significant planning, preparation and organization prior to activity. 3. The instructor must master the subject developed. 4. Instructor needs very good pedagogical skills. 5. May not be a good process for learning details. 6. The instructor must be a good facilitator to carry out an effective reflective session in stage 2 & 3 of this method.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>FIELD TRIP</p> <p>Theoretical knowledge is reinforced through participation in an activity in a real-life setting. Prior planning helps to ensure all pre-training and safety standards are met. Field trip activities are planned and carried out to achieve clear instructional objectives that are understood by the cadets. Examples can include trips to areas of local interest, flying / gliding, hiking or sailing.</p>	<ol style="list-style-type: none"> 1. To introduce / illustrate and confirm topics. 2. To allow for familiarization activities. 	<ol style="list-style-type: none"> 1. Immerses cadets in a specific environment. 	<ol style="list-style-type: none"> 1. May require additional staff to ensure adequate supervision. 2. Requires significant planning, preparation and organization prior to activity. 3. May have cost implications.
<p>GAME</p> <p>Games are used with one or more participants to practice skills, apply strategies and enhance teams. It is critical that the game supports learning through the provision of a challenging activity that allows for the skill practice or knowledge confirmation.</p>	<ol style="list-style-type: none"> 1. To introduce a topic. 2. To discover concepts and principles. 3. To review and confirm. 	<ol style="list-style-type: none"> 1. Fun and interesting. 2. Creates ownership. 3. Highly participative. 	<ol style="list-style-type: none"> 1. May stratify the group by creating a winner and a loser. 2. May be difficult in providing instructor feedback.
<p>GROUP DISCUSSION</p> <p>Cadets discuss issues, share knowledge, opinions and feelings about a topic in small groups to meet a specified goal. The instructor's questioning is flexible and minimal, and aims at encouraging cadets to explore their own experiences and opinions through peer interaction.</p>	<ol style="list-style-type: none"> 1. To develop imaginative solutions to problems. 2. To stimulate thinking and interest and to secure cadet participation. 3. To emphasize main teaching points. 4. To supplement lectures and seminars. 5. To determine how well cadets understand the concepts and principles. 6. To prepare cadets for application of theory or procedure. 7. To summarize, clarify points or review. 	<ol style="list-style-type: none"> 1. Increases cadet interest. 2. Increases cadet acceptance and commitment. 3. Utilizes cadet knowledge and experience. 4. Results in more permanent learning because of the high degree of cadet participation / cognitive involvement. 	<ol style="list-style-type: none"> 1. Requires highly skilled instructors. 2. Time consuming. 3. Restricts size of group. 4. Requires selective group composition.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
	<ol style="list-style-type: none"> 8. To prepare cadets for instruction that will follow. 9. To determine cadet progress and effectiveness of prior instruction. 		
<p>IN-CLASS ACTIVITY</p> <p>In-class activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce instructional topics or to introduce cadets to new experiences. In-class activities should provoke thought and stimulate interest among cadets, while maintaining relevance to the performance objectives.</p>	<ol style="list-style-type: none"> 1. To reinforce instructional topics. 2. To orient cadets to the subject. 3. To give direction on procedures. 4. To illustrate the application of rules, principles or concepts. 5. To review, clarify, and / or summarize. 	<ol style="list-style-type: none"> 1. Provokes thought and stimulates interest among cadets. 2. Appeals to kinaesthetic learners. 	<ol style="list-style-type: none"> 1. Difficult to gauge cadet reaction. 2. Takes time to prepare.
<p>INTERACTIVE LECTURE</p> <p>The instructor-driven methodology combines both lecture and interaction to meet lesson objectives. Lecture portions of the lesson are offset with relevant activities such as videos with discussion, games to confirm and completion of handouts.</p>	<ol style="list-style-type: none"> 1. To orient cadets to the subject. 2. To give instruction on procedures. 3. To illustrate the application of rules, principles or concepts. 4. To review, clarify, and / or summarize. 	<ol style="list-style-type: none"> 1. Saves time. 2. Permits flexibility of class size. 3. Requires less rigid space requirements. 4. Permits better control over content and sequence. 	<ol style="list-style-type: none"> 1. Difficult to gauge cadet reaction.
<p>LECTURE</p> <p>This is a formal or semi-formal discourse in which the instructor presents a series of events, facts, principles, explores a problem or explains relationships.</p>	<ol style="list-style-type: none"> 1. To orient cadets to the subject. 2. To give instruction on procedures. 3. To illustrate the application of rules, principles or concepts. 4. To review, clarify, and / or summarize. 	<ol style="list-style-type: none"> 1. Proficient oral skills are required. 2. Useful for big groups. 3. Saves time because of fewer interruptions. 	<ol style="list-style-type: none"> 1. Requires preparation and a dynamic lecturer. 2. Cadets may be passive and uninvolved.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>PRACTICAL ACTIVITY</p> <p>Practical activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce and practice instructional topics or to introduce cadets to new experiences. Practical activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objectives.</p>	<ol style="list-style-type: none"> 1. To introduce a subject. 2. To practice skills. 3. To review and / or reinforce. 	<ol style="list-style-type: none"> 1. Encourages participation. 2. Stimulates an interest in the subject. 3. Fun and interesting. 4. Creates ownership. 	<ol style="list-style-type: none"> 1. Requires significant planning, preparation and organization. 2. May require additional staff to ensure adequate supervision.