



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



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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 of Cadets in accordance with 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 Cadet Organization.
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. **Effective Date.** This publication is effective upon receipt. Subsequent changes are effective upon receipt.
5. **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 email to air.dev@cadets.net.

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CHAPTER 1

GENERAL

AIMS

1. The aim of the Cadet Program 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 the Proficiency Level One Program is to provide an Air Cadet with the basic theoretical knowledge and practical experience required to participate in cadet 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 or 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.

OUTLINE OF TRAINING

6. The Proficiency Level Program is a directed program carried out at the cadet squadron, which teaches and practices the minimum knowledge and skills necessary to achieve the program outcomes. This program is divided into five levels of training. Normally a cadet will only attempt one proficiency 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 training 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; and

- e. to include training which is experiential and skills-based, with a lesser focus on theoretical knowledge.

PERFORMANCE OBJECTIVES

9. PO 101 to PO 119 are common to all three elements of the Cadet Program. POs numbered 120 and beyond are elemental specific to the Proficiency Level One Program.

10. The following are summaries of the POs included in the Proficiency Level One Program:

a. **Citizenship.** PO 101 – Participate in Citizenship Activities:

- (1) The aim of Proficiency Level One Citizenship is to provide a basic understanding of the role of a good citizen within Canadian society.
- (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.

b. **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 group.
- (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.

c. **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.

d. **Personal Fitness and Healthy Living.** PO 104 – Develop a Personal Activity Plan:

- (1) The aim of Proficiency Level One Personal Fitness and Healthy Living is to encourage cadets to set and pursue personal goals that contribute to active living.
- (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.

e. **Recreational Sports.** PO 105 – Participate in Recreational Sports:

- (1) The aim of Proficiency Level One Recreational Sports is to encourage cadets to actively participate in recreational sport activities.
- (2) Proficiency Level One Recreational Sports contribute directly to the achievement of the program aim of promoting physical fitness and the participant outcome of physical well-being.

- f. **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.
- g. **General Cadet Knowledge.** 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.
- h. **Drill.** PO 108 – Participate in an Annual Ceremonial Review (ACR) Parade:
- (1) The aim of Proficiency Level One Drill is to provide new cadets with the skills required to competently participate in an ACR parade.
 - (2) Proficiency Level One Drill 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.
- i. PO 109 to PO 119 – Not Allocated.
- j. **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.
- k. **Canadian Aviation, Aerospace and Aerodrome Operations Community Familiarization.** PO 121 – Participate in Canadian Aviation, Aerospace and Aerodrome Operations Community Familiarization Activities:
- (1) The aim of Proficiency Level One Canadian Aviation, Aerospace and Aerodrome Operations Community Familiarization is to give the cadets an opportunity to participate in activities within the subject communities.
 - (2) Proficiency Level One Canadian Aviation, Aerospace and Aerodrome Operations Community Familiarization contributes directly to the achievement of the participant outcomes of social competence, cognitive competence, and proactive citizenship.

- l. 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 in the field and while participating in familiarization flights using the phonetic alphabet.
 - (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.
- m. Aviation Activities.** PO 130 – Participate in a Aviation Activities:

 - (1) The aim of Proficiency Level One Aviation Activities is to introduce the 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.
- n. Aerospace Activities.** PO 140 – Participate in Aerospace Activities:

 - (1) The aim of Proficiency Level One Aerospace Activities is to introduce cadets to notions of aerospace.
 - (2) Proficiency Level One Aerospace Activities contribute to the achievement of the participant outcomes of social competence, cognitive competence, and proactive citizenship.
- o. Aerodrome Operations Activities.** PO 160 – Participate in Aerodrome Operations Activities:

 - (1) The aim off Proficiency Level One Aerodrome Operations Activities is to introduce cadets to ground-based aviation opportunities.
 - (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.
- p. Aircrew Survival.** PO 190 – Participate in a Field 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.

11. All cadet squadrons are also required to complete the Cadet Harassment and Abuse Prevention (CHAP) Program.

METHOD OF ACHIEVING OBJECTIVES

12. The majority of Proficiency Level One POs are skills-related. Skills are acquired 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/conduct of training, including reviewing lesson specifications and instructional guide and creating instructional materials as required;
- d. integrate training such that the material presented during a session or day combines to create a smoothly executed event; and
- e. take adequate time to reflect upon and debrief experiential training activities to ensure cadets learn about both the experience and the ways that experience can be integrated into future experiences.

TRAINING PREREQUISITES

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

14. Cadets participating in the Proficiency Level One Program shall normally be between 12 and 14 years of age.

USE OF THE QSP

15. This QSP shall be used as the primary authority governing the development, implementation, conduct and evaluation of the Proficiency Level One Program.

16. The Proficiency Level One Program shall be conducted using this QSP as the training control document in conjunction with training support documents included in the Instructional Guide (A-CR-CCP-801/PF-001).

17. This QSP shall be used as the primary reference by the Directorate of Cadets for validation of the Proficiency Level One Program.

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CHAPTER 2 TRAINING MANAGERMENTS DETAILS

RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS

1. The Managing Authority for the Air Cadet Proficiency Level Program is the Directorate of Cadets (D Cdts). 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 (RCACS); and
- b. Technical TEs, such as:
 - (1) Regional Cadet Air Operations (RCAOPS); and
 - (2) other zone, detachment or regional TEs as authorized by RCSU Commanding Officers (COs).

TRAINING DETAILS

2. **General.** In accordance with CATO 11-04, *Cadet Program Outline*, and CATO 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.
- 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. Squadron 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 squadrons' interests and resources.

3. **Proficiency Level One Program 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 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 elemental training;
 - (4) one day for an inter-squadron "Cadet/Air Skills" competition; and
 - (5) one weekend 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 training days (nine periods per day) for a total of two days; and
- (3) choice of additional field training, day for inter-squadron “Cadet/Air Skills’ competition and/or an elemental training day (total of two days).

4. **Period Allocation.** Periods are 30 minutes in duration. A detailed period allocation is provided at Annex A. Total period allocation by PO is as follows:

| Topic | PO | Performance Objective | Mandatory Periods | Mandatory ACS Instruction | Mandatory ACS Exercise | Complementary Periods | Complementary ACS Exercise |
|---|-----|---|-------------------|---------------------------|------------------------|-----------------------|----------------------------|
| Citizenship | 101 | Participate in Citizenship Activities | 1 | – | – | 10 | – |
| Community Service | 102 | Perform Community Service | 9 | – | – | 12 | – |
| Leadership | 103 | Participate as a Member of a Team | 4 | – | – | 3 | – |
| Personal Fitness and Healthy Living | 104 | Develop a Personal Activity Plan | 3 | – | – | 1 | – |
| Recreational Sports | 105 | Participate in Various Sporting Activities in Pursuit of Living a Healthy Lifestyle | 9 | – | – | 27 | – |
| Air Rifle Marksmanship | 106 | Fire the Cadet Air Rifle | 9 | – | – | 3 | – |
| General Cadet Knowledge | 107 | Serve in an Air Cadet Squadron | 7 | – | – | 6 | – |
| Drill | 108 | Participate in a Ceremonial Review (ACR) Parade | 14 | – | – | 9 | – |
| Canadian Forces (CF) Familiarization | 120 | Demonstrate Knowledge of the Organization and Traditions of the Canadian Forces | 2 | – | – | 8 | – |
| Canadian Aviation, Aerospace and Aerodrome Operations Community Familiarization | 121 | Participate in Canadian Aviation, Aerospace and Aerodrome Operations Community Familiarization Activities | 1 | – | – | 6 | – |
| Radio Communication | 129 | Communicate Using the Phonetic Alphabet and Numbers | 1 | – | – | – | – |
| Aviation Activities | 130 | Participate in Aviation Activities | 6 | – | – | 19 | – |
| Aerospace Activities | 140 | Participate in Aerospace Activities | 3 | – | – | 1 | – |
| Aerodrome Operations Activities | 160 | Participate in Aerodrome Operations Activities | 4 | – | – | 6 | – |
| Aircrew Survival | 190 | Participate in a Field Exercise | 14 | 2 | 12 | 9 | 9 |
| CHAP | N/A | N/A | 3 | – | – | – | – |
| Total | | | 90 | 12 | 12 | 120 | 9 |

5. **Training Capacity.** The training capacity is limited to the capacity of the cadet 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 |
|---------|----------|--------|---|
| Lt/Capt | 00232-03 | 1 | Minimum: DP2 CIC Officer Training Course Preferred: Senior Instructor Course; and CIC Training Officer Course |

b. Proficiency Level One Course Officer:

| Rank | MOSID | Number | Qualification |
|--------|----------|--------|---|
| 2Lt/Lt | 00232-03 | 1 | Minimum: Air Environmental Training Course Preferred: Senior Instructor Course |

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

c. Instructors:

| Rank | MOSID | Number | Qualification |
|-----------------------------|-------|--------------------|--|
| Cadet F/Sgt and Above | N/A | 1 per 10 Cadets | Minimum: Completion of Proficiency Level Three Program Preferred: CSTC specialties appropriate for activity requirements (e.g. Air Rifle Marksmanship Instructors Course to instruct Marksmanship, PO 108) |

7. **Technical Authorities.** Technical authorities will be required to assist in the instruction of certain mandatory and complementary material, to include:

- a. Range Safety Officer (RSO) (Air Rifle);
- b. Unit Human Rights Advisor (UHRA); and
- c. guest speaker(s) as required.

8. **Resource Requirements.** RCSU COs are responsible for ensuring that required equipment and supplies are available. Annex C contains a detailed list of material, audiovisual equipment and training/learning aids required to conduct the training.

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 the Proficiency Level One Program Qualification Record (Chapter 3, Annex B). Training files are temporary documents which may be disposed of upon migration of the Proficiency Level One Program Qualification Record to DND 2399, Cadet Personnel Record.

QUALIFICATION

11. Successful completion of the Proficiency Level One Program awards the qualification of Proficiency Level One. The Proficiency Level One badge (NSN 8455-21-907-9273) is to be awarded to each successful cadet by the cadet squadron's CO immediately following completion of the course.

12. Upon completion of the Proficiency Level One Program, the cadet has met one prerequisite for promotion to the rank of Corporal (Cpl). However, completion of the Proficiency Level One Program alone does not ensure promotion. Cadets must meet all other promotion criteria as stipulated in CATO 51-02, *Air Cadet Promotions*.

RELATED DOCUMENTS

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

- a. Cadet Administration and Training Orders (CATOs); and
- b. A-CR-CCP-801/PF-001, *Royal Canadian Air Cadets – Proficiency Level One Instructional Guide*.

SPECIAL INSTRUCTIONS

14. **Scheduling.** When planning training, Trg Os are to be familiar with the lesson specifications found in Chapter 4. While sample schedules are provided at Annex B, they do not account for the many variables cadet squadrons face when developing annual training plans. Some things to consider when developing a cadet squadron's annual training plan are:

- a. The training environment required for each activity:
 - (1) some activities will require an outdoor environment which requires consideration for seasonal climate; and
 - (2) some activities will require the use of a special facility, such as a gymnasium or a sports field.
- b. The availability of a technical authority 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 (e.g. EO M103.02 discusses the importance and process of setting goals in general, and is logically delivered prior to EO M104.02, which discusses setting specific goals with regard to personal fitness and healthy living).
- d. The scheduling of training during sessions relative to weekend training, e.g. identifying EOs that must be delivered just prior to a training day or weekend to prepare the cadets for the event.

15. **Training Days/Weekends.** The planning and conducting of training days and weekends is the responsibility of the cadet squadron and:

- a. Day training shall be conducted at the cadet squadron's parade location or, where suitable facilities do not exist at the cadet squadron's parade location, within the local community.
- b. In accordance with CATO 14-06, *Training Trips*, weekend training shall normally be conducted within 300 kilometres of the cadet squadron parade location.
- c. 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.
- d. 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.

RESOURCES AND REFERENCES

16. A list of resources required to implement training outlined in this QSP is provided at Annex C.
17. A list of references used in this QSP is provided at Annex D.

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PROFICIENCY LEVEL ONE TRAINING SUMMARY AND TIME ALLOCATION

PERIOD ALLOCATION

| PO | Performance Objective | EO | Enabling Objective | No. of pd | |
|-----------|---------------------------------------|-------------------------------------|--|------------------|-----------|
| 101 | Participate in Citizenship Activities | M101.01 | Participate in a Discussion on Canadian Symbols | 1 | |
| | | C101.01 | Participate in a Tour of a Local Municipal, Provincial, or Federal Political Institution | 3 | |
| | | C101.02 | Participate in a Discussion on <i>Historica Minutes</i> Videos | 1 | |
| | | C101.03 | Participate in a Presentation Given by a Government Representative | 2 | |
| | | C101.04 | Participate in a Presentation Given by a Member of an Emergency Response Services Agency | 2 | |
| | | C101.05 | Participate in a Presentation Given by a Representative from a Community Charitable Organization | 2 | |
| | | PO 101 – Total Mandatory | | | 1 |
| | | PO 101 – Total Complementary | | | 10 |
| 102 | Perform Community Service | M102.01 | Perform Community Service | 9 | |
| | | C102.01 | Participate in a Ceremonial Parade | 3 | |
| | | C102.02 | Perform Community Service | 9 | |
| | | PO 102 – Total Mandatory | | | 9 |
| | | PO 102 – Total Complementary | | | 12 |
| 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 Team Building Activities | 2 | |
| | | C103.01 | Participate in Icebreaker Activities | 1 | |
| | | C103.02 | Participate in Self-introductions | 1 | |
| | | C103.03 | Participate in Team Building Activities | 1 | |
| | | PO 103 – Total Mandatory | | | 4 |
| | | PO 103 – Total Complementary | | | 3 |
| 104 | Develop a Personal Activity Plan | M104.01 | Identify Activities That Will Help Achieve a Healthy Active Lifestyle | 1 | |
| | | M104.02 | Develop a Personal Activity Plan | 1 | |
| | | M104.03 | Participate in a Discussion on Hygienic Practices During Physical Activity | 1 | |
| | | C104.01 | Create Team Goals | 1 | |
| | | PO 104 – Total Mandatory | | | 3 |
| | | PO 104 – Total Complementary | | | 1 |
| 105 | Participate in Recreational Sports | M105.01 | Participate in Organized Recreational Team Sports | 9 | |
| | | C105.01 | Participate in an Organized Sports Tabloid | 9 | |
| | | C105.02 | Participate in an Organized Intramural Sports Event | 9 | |

| PO | Performance Objective | EO | Enabling Objective | No. of pd |
|-----|---|-------------------------------------|--|-----------|
| | | C105.03 | Participate in an Orienteering Event | 9 |
| | | PO 105 – Total Mandatory | | 9 |
| | | PO 105 – Total Complementary | | 27 |
| 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 | Clean and Store the Cadet Air Rifle | 1 |
| | | M106.CA | Participate in a Familiarization Shoot Using the Cadet Air Rifle | 3 |
| | | C106.01 | Participate in a Recreational Shoot Using the Cadet Air Rifle | 3 |
| | | PO 106 – Total Mandatory | | 9 |
| | | PO 106 – Total Complementary | | 3 |
| 107 | Serve in an Air Cadet Squadron | M107.01 | Discuss Year One Training | 1 |
| | | M107.02 | Identify Air Cadet Ranks and Air Officer Ranks | 1 |
| | | M107.03 | Observe Rules and Procedures for the Paying of Compliments | 1 |
| | | M107.04 | State the Aims 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 Air Force 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 | Participate in an Annual Ceremonial Review (ACR) Parade | 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 |

| PO | Performance Objective | EO | Enabling Objective | No. of pd | |
|-----|---|-------------------------------------|---|-----------|-----------|
| | | M108.09 | Execute Marking Time, Forward, and Halting in Quick Time | 1 | |
| | | M108.10 | Execute a Salute on the March | 1 | |
| | | M108.11 | Pay Compliments With a Squad on the March | 1 | |
| | | M108.CA | Participate in an Annual Ceremonial Review Parade | 3 | |
| | | C108.01 | Execute Supplementary Drill Movements | 6 | |
| | | C108.CA | Participate in a Drill Competition | 3 | |
| | | PO 108 – Total Mandatory | | | 14 |
| | | PO 108 – Total Complementary | | | 9 |
| 120 | Participate in Canadian Forces (CF) Familiarization Activities | M120.01 | Discuss the Roles of the Canadian Forces (CF) | 1 | |
| | | M120.02 | Discuss Opportunities in the Canadian Forces (CF) | 1 | |
| | | C120.01 | Participate in a Presentation Given by a Member of the Canadian Forces (CF) | 2 | |
| | | C120.02 | Tour a Local Canadian Forces (CF) Installation/Unit | 3 | |
| | | C120.03 | Contact a Canadian Forces (CF) Member on Deployment | 3 | |
| | | PO 120 – Total Mandatory | | | 2 |
| | | PO 120 – Total Complementary | | | 8 |
| 121 | Participate in Canadian Aviation, Aerospace and Aerodrome Operations Community Familiarization Activities | M121.01 | Discuss Aviation Opportunities | 1 | |
| | | C121.01 | Participate in a Presentation Given by a Member of the Canadian Aviation, Aerospace or Aerodrome Operations Community | 6 | |
| | | PO 121 – Total Mandatory | | | 1 |
| | | PO 121 – Total Complementary | | | 6 |
| 129 | Communicate Using the Phonetic Alphabet and Numbers | M129.01 | Recite the Phonetic Alphabet | 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 <i>On Canadian Wings</i> Video | 1 | |
| | | C130.01 | Participate in a Walk-Around Aircraft Inspection | 1 | |
| | | C130.02 | Identify International Aircraft | 1 | |
| | | C130.03 | Watch <i>On Canadian Wings</i> Video | 8 | |
| | | C130.04 | Tour a Local Aviation Museum | 3 | |
| | | C130.05 | Attend a Local Air Show | 6 | |

| PO | Performance Objective | EO | Enabling Objective | No. of pd |
|-------------------------------------|--|---------------------------------------|--|------------|
| | | PO 130 – Total Mandatory | | 6 |
| | | PO 130 – Total Complementary | | 19 |
| 140 | Participate in Aerospace Activities | M140.01 | Build and Launch a Model Rocket | 3 |
| | | C140.01 | Participate in an Activity About Canadian Astronauts | 1 |
| | | PO 140 – Total Mandatory | | 3 |
| | | PO 140 – Total Complementary | | 1 |
| 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 Aviation Maintenance Facility | 3 |
| | | C160.02 | Tour a Local Aerodrome | 3 |
| | | PO 160 – Total Mandatory | | 4 |
| | | PO 160 – Total Complementary | | 6 |
| 190 | Participate in a Field 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 | Construct a Hootchie-Style Shelter | 3 |
| | | M190.07 | Light, Maintain and Extinguish a Fire | 3 |
| | | C190.01 | Participate in a Presentation Given by a Member of a Survival Organization | 2 |
| | | C190.02 | Identify Environmental Injuries | 1 |
| | | C190.03 | Tie Knots and Lashings | 2 |
| | | C190.04 | Respect the Environment in the Field | 1 |
| | | C190.05 | Identify Regional Wildlife | 1 |
| | | C190.06 | Collect Drinking Water in the Field | 2 |
| | | PO 190 – Total Mandatory | | 2 |
| | | PO 190 – Total Mandatory Field | | 12 |
| PO 190 – Total Complementary | | 9 | | |
| TBD | CHAP | TBD | TBD | 3 |
| | | TBD – Total Mandatory | | 3 |
| | | Total Mandatory | | 90 |
| | | Total Mandatory Field | | 12 |
| | | Total Complementary | | 120 |

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 a full day of training. PO 102, PO 105 and/or PO 106 are best suited for delivery during training days; however, the flexibility does exist for squadrons to deliver the POs that best suit their circumstances (i.e. infrastructure, resource availability, etc.). | 2 Days |
| Familiarization Flight/ Elemental 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 “air” experiences which could include participating in a number of complementary training activities (i.e. EO C130.01, EO C130.04, EO C160.01 or EO C160.02). | 1 Day |
| Inter-squadron “Cadet/ Air Skills” Competition Day | A one-day competition, or two-day if combined with a complementary day, in support of common PO 103, PO 106, PO 108 and elemental PO 129, PO 130, PO 140, PO 160 and PO 190. | 1 Day |
| Field Training Exercise | One weekend of mandatory support will be provided for cadet squadrons to participate in an overnight exercise to include delivery of EO M190.02 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 a full day of training. PO 102, PO 105 and/or PO 106 are best suited for delivery during training days; however, the flexibility does exist for squadrons to deliver the POs that best suit their circumstances (i.e. infrastructure, resource availability, etc.). | 2 Days |
| PLUS COMBINATION OF TWO DAYS FROM THE FOLLOWING | | |
| Field Training Exercise | One or two days, conducted either in conjunction with the mandatory weekend or separately, can be provided for cadet squadrons to participate in additional field training that can include delivery of EO C190.01 to EO C190.06 and practical experience in support of PO 190. | 1 or 2 Days or 1 Weekend |

| Activity | Description | Time |
|--|--|---------------|
| Inter-squadron "Cadet/ Air Skills" Competition Day | An additional day of competition added to the mandatory one-day competition in support of common PO 103, PO 106, PO 108 and elemental PO 129, PO 130, PO 140, PO 160 and PO 190. | 1 Day |
| Elemental Day | One day to provide additional complementary elemental training not previously scheduled (i.e. EO C130.05, Attend a Local Air Show combined with EO C130.04, Tour a Local Aviation Museum, EO C160.01, Tour a Local Aviation Maintenance Facility or EO C160.02, Tour a Local Aerodrome). | 1 Day |
| Total Complementary | | 4 Days |

SAMPLE TRAINING SCHEDULE

| TRAINING SESSIONS | | Period 1 | Period 2 | Period 3 |
|--------------------------|------------|-----------------|-----------------|-----------------|
| Session 1 | EO | C103.01 | C103.02 | M107.01 |
| | Instructor | | | |
| | Location | | | |
| Session 2 | EO | M103.01 | M103.02 | M108.01 |
| | Instructor | | | |
| | Location | | | |
| Session 3 | EO | M103.03 | M103.03 | M122.01 |
| | Instructor | | | |
| | Location | | | |
| Session 4 | EO | M107.02 | M107.05 | M107.05 |
| | Instructor | | | |
| | Location | | | |
| Session 5 | EO | M107.03 | M108.02 | M107.04 |
| | Instructor | | | |
| | Location | | | |
| Session 6 | EO | CHAP | CHAP | CHAP |
| | Instructor | | | |
| | Location | | | |
| Session 7 | EO | M121.01 | M121.01 | M108.03 |
| | Instructor | | | |
| | Location | | | |
| Session 8 | EO | M123.01 | M123.01 | M108.04 |
| | Instructor | | | |
| | Location | | | |
| Session 9 | EO | M120.01 | M120.01 | M120.03 |
| | Instructor | | | |
| | Location | | | |
| Session 10 | EO | M121.01 | M121.01 | M108.05 |
| | Instructor | | | |
| | Location | | | |
| Session 11 | EO | M104.01 | M104.02 | C104.01 |
| | Instructor | | | |
| | Location | | | |
| Session 12 | EO | M105.01 | M105.01 | M105.01 |
| | Instructor | | | |
| | Location | | | |
| Session 13 | EO | M108.06 | M108.07 | M104.03 |
| | Instructor | | | |
| | Location | | | |
| Session 14 | EO | M107.06 | M108.08 | M108.09 |
| | Instructor | | | |
| | Location | | | |
| Session 15 | EO | M121.02 | M121.02 | M123.02 |
| | Instructor | | | |
| | Location | | | |

| TRAINING SESSIONS | | Period 1 | Period 2 | Period 3 |
|-------------------|------------|----------|----------|-----------|
| Session 16 | EO | M101.01 | M123.03 | M123.04 |
| | Instructor | | | |
| | Location | | | |
| Session 17 | EO | M108.10 | C123.02 | C123.02 |
| | Instructor | | | |
| | Location | | | |
| Session 18 | EO | M108.11 | C121.01 | C121.03 |
| | Instructor | | | |
| | Location | | | |
| Session 19 | EO | M105.01 | M105.01 | M105.01 |
| | Instructor | | | |
| | Location | | | |
| Session 20 | EO | C101.02 | C101.05 | C101.05 |
| | Instructor | | | |
| | Location | | | |
| Session 21 | EO | C120.01 | C121.02 | C121.02 |
| | Instructor | | | |
| | Location | | | |
| Session 22 | EO | C106.01 | C106.01 | C106.01 |
| | Instructor | | | |
| | Location | | | |
| Session 23 | EO | C123.01 | C123.03 | C123.03 |
| | Instructor | | | |
| | Location | | | |
| Session 24 | EO | C123.03 | C123.03 | C123.03 |
| | Instructor | | | |
| | Location | | | |
| Session 25 | EO | C121.04 | M121.03 | M121.03 |
| | Instructor | | | |
| | Location | | | |
| Session 26 | EO | M105.01 | M105.01 | M105.01 |
| | Instructor | | | |
| | Location | | | |
| Session 27 | EO | C120.03 | C103.03 | SIDC PREP |
| | Instructor | | | |
| | Location | | | |
| Session 28 | EO | C108.01 | C107.03 | M120.02 |
| | Instructor | | | |
| | Location | | | |
| Session 29 | EO | C108.01 | C108.01 | C122.01 |
| | Instructor | | | |
| | Location | | | |
| Session 30 | EO | M108.CA | M108.CA | M108.CA |
| | Instructor | | | |
| | Location | | | |

| 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.CA | M106.CA | M106.CA |
| | Instructor | | | | | | | | | |
| | Location | | | | | | | | | |
| Day 2 | EO | M102.01 | M102.01 | M102.01 | M102.01 | M102.01 | M102.01 | M102.01 | M102.01 | M102.01 |
| | Instructor | | | | | | | | | |
| | Location | | | | | | | | | |

| 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 | C102.01 | C102.01 | C102.01 | C102.02 | C102.02 | C102.02 | C102.02 | C102.02 | C102.02 |
| | Instructor | | | | | | | | | |
| | Location | | | | | | | | | |
| Day 2 | EO | C105.01 | C105.01 | C105.01 | C105.01 | C105.01 | C105.01 | C105.01 | C105.01 | C105.01 |
| | Instructor | | | | | | | | | |
| | Location | | | | | | | | | |

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RESOURCE REQUIREMENTS

MANDATORY TRAINING

| Item | Quantity |
|--|--------------------------|
| Air rifle cleaning kit (pellets and oil) | 1 per rifle |
| Boot polish, black | 1 per class |
| Daisy 853C air rifle | 1 per 2 cadets |
| DVD player | 1 per class |
| First aid kit | 1 per class |
| Grouping targets | 5 per cadet |
| Gym mats | 1 per 2 cadets |
| Index cards | 1 pack per class |
| Iron | 1 per class |
| Ironing board | 1 per class |
| Map of Canada | 1 per class |
| Markers (assorted colours) | 2 packages per class |
| Masking tape | 6 rolls |
| OHP transparency | 10 sheets |
| Paper | 1 per cadet |
| Paper | 500 sheets |
| Pellets | 50 per cadet |
| Pens/pencils | 1 per cadet |
| Polishing cloth | 1 per class |
| Pylons | 8 per class |
| Rifle case | 1 per rifle |
| Safety glasses/goggles | 1 pair per rifle |
| Safety rod | 1 per rifle |
| Scissors | 1 per 2 cadets |
| Sports equipment | In accordance with sport |
| Stopwatch | 1 per class |

| Item | Quantity |
|---|---------------------|
| TV | 1 |
| Twine | 1 roll per class |
| VCR | 1 per class |
| Whistle | 1 per class |
| Air Cadet badges (trg aid) | 1 set per class |
| Air Cadet rank slip-ons (trg aid) | 1 set per class |
| Air Force Officer rank slip-ons (trg aid) | 1 set per class |
| Artic tent | 1 per class |
| Axe | 1 per 10 cadets |
| Bristol board | 2 piece per cadet |
| Cardboard (small boxes) | 1 box per cadet |
| Commercial tent | 1 per class |
| Complete Air Cadet uniform (trg aid) | 1 per class |
| Construction paper | 1 package per class |
| Effervescing antacid tablets | 1 per 2 cadets |
| Envelopes (letter) | 24 per class |
| Eye protection | 1 per cadet |
| Fire bell | 1 |
| Fire extinguisher | 1 |
| Flagging tape | 1 roll per class |
| Flint and steel | 1 per class |
| Glue stick | 1 per 2 cadets |
| Ground sheet | 1 per cadet |
| Knife | 1 per 5 cadets |
| Magnifying glass | 1 per class |
| Markers | 1 set per class |
| Modular tent | 1 per class |
| Paper towels | 1 roll per class |

| Item | Quantity |
|---|---------------------|
| Plastic 35-mm film canisters with internal sealing lids | 1 per cadet |
| Rake | 1 per 10 cadets |
| Rucksack/backpack | 1 per cadet |
| Saw | 1 per 10 cadets |
| Shovel | 1 per 4 cadets |
| Small boxes (shoe boxes) | 1 per cadet |
| Small bull clip | 3 per cadet |
| Steel wool | 1 package per class |
| Stick pins | 1 package per class |
| Thumbtack | 2 per cadet |
| Transparent tape | 1 roll per class |
| Water jerry can | 1 per 10 cadets |
| Water pack | 1 per 10 cadets |
| White chalk | 1 per 2 cadets |
| Wire broom | 1 per 10 cadets |
| Yellow Bristol board | 1 per 3 cadets |

COMPLEMENTARY TRAINING

| Item | Quantity | EO |
|--------------------------------|-----------------|-----------|
| <i>Historica Minutes</i> Video | 1 | C101.02 |
| Toothpicks | 5 per cadet | C103.01 |
| CD | 1 | C103.03 |
| CD player | 1 | C103.03 |
| Picture puzzle | 1 per class | C103.03 |
| Badminton shuttles | 3 per class | C105 |
| Basketball | 1 per class | C105 |
| Basketball net | 1 per class | C105 |
| Bean bags | 3 per class | C105 |
| Floor hockey net | 1 per class | C105.01 |

| Item | Quantity | EO |
|---------------------------------------|--------------------|---------|
| Floor hockey stick | 1 per class | C105.01 |
| Soccer ball | 1 per class | C105.01 |
| Tables | 4 per class | C105.01 |
| Volleyball | 1 per class | C105.01 |
| Control markers with punches | 10 per class | C105.03 |
| Orienteering compasses | 1 per 2 cadets | C105.03 |
| Orienteering score cards | 1 per 2 cadets | C105.03 |
| Orienteering/recreation maps | 1 per 2 cadets | C105.03 |
| Hair elastics | 2 per female cadet | C107.01 |
| Hair nets | 1 per female cadet | C107.01 |
| Hairspray | 1 bottle per class | C107.01 |
| Ironing board | 1 per 2 cadets | C107.01 |
| Lint brushes | 1 per 2 cadets | C107.01 |
| Old toothbrush for welts (catwalks) | 1 per 2 cadets | C107.01 |
| Air Force NCM rank slip-ons (trg aid) | 1 set per class | C107.02 |
| Envelopes (letter) | 1 per cadet | C120.04 |
| Bowl | 1 per group | C190.06 |
| Cup | 1 per group | C190.06 |
| Plastic bag | 1 per group | C190.06 |
| Plastic sheet | 1 per group | C190.06 |

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CHAPTER 3

CADET EVALUATION

PURPOSE

1. The purpose of this chapter is to outline the specific evaluation requirements for the Proficiency Level One Program of the Royal Canadian Air Cadets.

LEARNER EVALUATION

2. “Learner evaluation is 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).” (A-P9-050-000/PT-Z01, *Manual of Individual Training and Education, Volume 1 (1)*, Glossary).

DEVELOPMENTAL PERIODS

3. A Developmental Period (DP) is a time frame, during a cadet’s progression through the Cadet Program (CP), in which the cadet participates in training and is provided opportunities to develop desired knowledge, skills and attitudes that support the aims of the CP and contribute to the achievement of the CP outcomes. DPs are distinguished by progressive training levels and associated learning objectives ensuring each level of training will be relevant, achievable and age-appropriate for the target audience.

4. The CP is conducted across the three adolescent DPs applicable to the CP population. Outlined in each DP are specific philosophies and approaches to learning which impact training and evaluation. Proficiency Level One training and evaluation are participatory in nature. A basic overview of the DP characteristics is provided at Annex A.

PROFICIENCY LEVEL ONE CADET EVALUATION

5. 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 for qualification.

PROFICIENCY LEVEL ONE QUALIFICATION STANDARD

6. The minimum standard for Proficiency Level One Program qualification is:
- a. sixty percent overall attendance in all scheduled mandatory and complementary training as calculated by the squadron; and
 - b. successful completion of each PO as outlined in the Proficiency Level One Program Qualification Record provided at Annex B.

ADDITIONAL CADET EVALUATIONS

7. All cadets must successfully complete the Cadet Air Rifle Handling Test provided at Annex C prior to participating in familiarization and recreational marksmanship activities.

8. 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.

MONITORING CADET PROGRESS

9. 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 toward difficulties.

10. 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*.

REPORTING CADET PROGRESS

11. The progress of each cadet shall be reported using the Proficiency Level One Program Qualification Record provided at Annex B, which is also used to determine successful completion of the Proficiency Level One Program. The results shall be recorded on DND 2399, Cadet Personnel Record.

CADETS NOT MEETING THE MINIMUM QUALIFICATION STANDARD

12. 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 cadet squadron CO should consider the overall performance of the cadet and the legitimacy of their reason for failing to attain the PO. In granting a waiver, the CO must also consider the cadet's attendance and behaviour.

13. Any cadet for whom a waiver has been issued will not be granted the 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.

14. 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 Program 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.

PROFICIENCY LEVEL ONE CERTIFICATE OF QUALIFICATION

15. 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 Program. 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.

AIR CADET PROGRAM (CP) DEVELOPMENT PERIODS (DPs)

(Under development)

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PROFICIENCY LEVEL PROGRAM QUALIFICATION RECORD

Cadet's Name: _____

| Topic | PO | Performance Statement | PO Assessment | | CO's Waiver |
|---|-----|---|---------------|---------------------|-------------|
| | | | Participated | Did Not Participate | |
| Citizenship | 101 | Participate in Citizenship Activities | | | |
| Community Service | 102 | Perform Community Service | | | |
| Leadership | 103 | Participate in Team Building Activities | | | |
| Personal Fitness and Healthy Living | 104 | Develop a Personal Activity Plan | | | |
| Recreational Sports | 105 | Participate in Recreational Sports | | | |
| Air Rifle Marksmanship | 106 | Fire the Cadet Air Rifle | | | |
| General Cadet Knowledge | 107 | Serve in an Air Cadet Squadron | | | |
| Drill | 108 | Participate in an Annual Ceremonial Review (ACR) Parade | | | |
| CF Familiarization | 120 | Participate in Canadian Forces (CF) Familiarization Activities | | | |
| Canadian Aviation, Aerospace and Aerodrome Operations Community Familiarization | 121 | Participate in Canadian Aviation, Aerospace and Aerodrome Operations Community Familiarization Activities | | | |
| Radio Communications | 129 | Communicate Using the Phonetic Alphabet and Numbers | | | |
| Aviation Activities | 130 | Participate in Aviation Activities | | | |
| Aerospace Activities | 140 | Participate in Aerospace Activities | | | |
| Aerodrome Operations Activities | 160 | Participate in Aerodrome Operations Activities | | | |
| Aircrew Survival | 190 | Participate in a Field Exercise | | | |
| CHAP | | To Be Completed NLT 31 December | | | |

Note: The CO's waiver section requires initialling from the Cadet Corps Commanding Officer when being applied.

| | | |
|---|------------|--|
| Proficiency Level Program Qualification Achieved | Yes | |
| | No | |

Trg O's Signature: _____

Date: _____

PERFORMANCE OBJECTIVE (PO) REQUIRED STANDARDS

| PO | Performance Statement | Abbreviated Standard |
|-----------|---|--|
| 101 | Participate in Citizenship Activities | The cadet participated in a discussion of Canadian symbols. |
| 102 | Perform Community Service | The cadet participated in a community service activity. |
| 103 | Participate in Team Building Activities | The cadet participated in a team building activity. |
| 104 | Develop a Personal Activity Plan | The cadet developed a personal activity plan. |
| 105 | Participate in Recreational Sports | The cadet participated in a recreational sports activity. |
| 106 | Fire the Cadet Air Rifle | The cadet participated in an air rifle familiarization shoot. |
| 107 | Serve in an Air Cadet Squadron | Over the course of the training year, the cadet demonstrated an ability to properly wear the cadet uniform, paid compliments and showed respect to superiors, and was able to state the aims and motto of the Air Cadet Program. |
| 108 | Participate in an Annual Ceremonial Review (ACR) Parade | The cadet participated or was excused from an Annual Ceremonial Review Parade. |
| 120 | Participate in Canadian Forces (CF) Familiarization Activities | The cadet participated in a discussion on the mission and objectives of the Canadian Forces and the role of the Air Force within the Canadian Forces. |
| 121 | Participate in Canadian Aviation, Aerospace and Aerodrome Operations Community Familiarization Activities | The cadet participated in a presentation from a member of any of the Canadian Aviation, Aerospace and/or Aerodrome Operations Communities. |
| 129 | Communicate Using the Phonetic Alphabet and Numbers | The cadet correctly recited the phonetic alphabet and numbers. |
| 130 | Participate in Aviation Activities | The cadet identified aircraft as military, civilian, or cadet, identified the main components of an aircraft, and participated in a discussion on aviation history. |
| 140 | Participate in Aerospace Activities | The cadet built and launched a model rocket. |
| 160 | Participate in Aerodrome Operations Activities | The cadet identified the major components of an aerodrome and the features of a runway. |

| PO | Performance Statement | Abbreviated Standard |
|-----|---------------------------------|--|
| 190 | Participate in a Field Exercise | The cadet selected and packed appropriate personal equipment to allow them to participate in an overnight field exercise during which they maintained their equipment and personal hygiene, observed site policies and procedures, constructed a shelter, and lit, maintained and extinguished a fire. |
| N/A | CHAP | To be completed NLT 31 December. |

Note: The abbreviated standards are based on the specifications detailed in Chapter 4.

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CADET AIR RIFLE HANDLING TEST

Name: _____

Assessed By: _____

| | |
|---|--|
| 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 (2 to 3 in.) | |
| 4. Ensure the safety rod was inserted in the barrel and visible in the feed track | |
| Loading Procedure | |
| Did the cadet: | |
| 5. Ensure the safety catch was in the ON position | |
| 6. Pump the air rifle, observing a 3-second pause | |
| 7. Open the bolt (if necessary) | |
| 8. Load a pellet (flat end forward) | |
| 9. Close the bolt | |
| Firing Procedure | |
| Did the cadet: | |
| 10. Place the safety catch in the OFF position | |
| 11. Aim at the target | |
| 12. Squeeze the trigger | |
| 13. Open the bolt | |
| 14. Place the safety in the ON position | |
| 15. Partially open the pumping handle | |
| 16. Lay down the air rifle | |

| | |
|--|--|
| Unloading Procedure | |
| Did the cadet: | |
| 17. Open the bolt (without loading a pellet) | |
| 18. Pump the air rifle, observing a 3-second pause | |
| 19. Close the bolt (without loading a pellet) | |
| 20. Place the safety in the OFF position | |
| 21. Aim the rifle at the target | |
| 22. Fire the action | |
| 23. Place the safety catch in the ON position | |
| Prepare for Inspection | |
| Did the cadet: | |
| 24. Open the bolt | |
| 25. Open the pump lever slightly | |
| 26. Place the rifle on their shoulder, muzzle pointed down range | |
| 27. Wait to be cleared by the RSO | |
| Cadet Air Rifle Handling Test Result | |
| Was the cadet: | |
| Successful (S)/Unsuccessful (U) | |

Notes:

1. Steps shall be conducted sequentially.
2. Cadets may be retested until they are successful.

RSO's Signature: _____

Date: _____

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CHAPTER 4
PERFORMANCE OBJECTIVES AND LESSON SPECIFICATIONS
SECTION 1
PO 101 – PARTICIPATE IN CITIZENSHIP ACTIVITIES

1. **Performance.** Participate in Citizenship Activities.
2. **Conditions**
 - a. Given:
 - (1) *Historica Minutes* videos;
 - (2) transportation as required;
 - (3) supervision; and
 - (4) assistance as required.
 - b. Denied: N/A.
 - c. Environmental:
 - (1) in-house: suitable classroom facilities to accommodate the entire group; and
 - (2) tour: determination of conditions suitable for this training is at the discretion of the squadron Commanding Officer.
3. **Standard.** In accordance with specified references, the cadet will participate in citizenship activities that will enhance their knowledge of various Canadian symbols that are found at the squadron and in the community.
4. **Remarks.** The field trip in EO C101.01 can be completed on a supported day or during three of the 30 complementary sessions that are at the Commanding Officer's discretion.
5. **Complementary Material**
 - a. Complementary material under PO 101 is designed to enhance the cadet's knowledge of Canadian symbols:
 - (1) EO C101.01 allows the cadets to tour a local municipal, provincial or federal political institution;
 - (2) EO C101.02 allows the cadets to watch *Historica Minutes* videos and participate in a discussion;
 - (3) EO C101.03 allows the cadets to participate in a presentation given by a government representative;
 - (4) EO C101.04 allows the cadets to participate in a presentation given by a member of an emergency response services agency; and
 - (5) EO C101.05 allows the cadet to participate in a presentation given by a representative of a charitable organization.
 - b. Complementary training under PO 101 is limited to a total of 10 periods conducted during sessions or on a supported day. Squadrons are not required to use all 10 periods.

EO M101.01 – PARTICIPATE IN A DISCUSSION ON CANADIAN SYMBOLS

1. **Performance.** Participate in a Discussion on Canadian Symbols.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references the cadet shall participate in a discussion on Canadian symbols, to include:
 - a. National Flag of Canada;
 - b. Canadian National Anthem;
 - c. Canadian Coat of Arms; and
 - d. the maple leaf.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|-------------------------------------|-----------------|------------------|
| TP1 | Discuss The National Flag of Canada, to include: <ol style="list-style-type: none"> a. the first Canadian flags, to include: <ol style="list-style-type: none"> (1) the St. George’s Cross; (2) the Fleur-de-lis; (3) the Royal Union Flag (1606-1800); and (4) the Canadian Red Ensign; and | Activity/ Interactive Lecture | 3 min/ 4 min | C0-012 C0-013 |

| TP | Description | Method | Time | Ref |
|-----|---|----------------------------------|-----------------|------------------|
| | <p>b. the current National Flag of Canada, to include:</p> <ol style="list-style-type: none"> (1) the Canadian Red Ensign was replaced by the red and white maple leaf flag on February 15th, 1965; (2) the maple leaf has been a national emblem of Canada since 1860 and was deemed a suitable symbol for the current national flag; (3) in the course of history, red and white alternated as the national colours of France and England. The use of red and white as national colours by Canada is a reflection of two of the founding peoples; and (4) red and white were approved as the official colours of Canada in 1921. | | | |
| TP2 | <p>Discuss the Canadian National Anthem, to include:</p> <ol style="list-style-type: none"> a. "O Canada" was proclaimed as Canada's national anthem on July 1st, 1980; b. the music was composed by Calixa Lavallée; c. the French lyrics were written by Sir Adolphe-Basile Routhier; and d. the official English lyrics were written by Mr. Justice Robert Stanley Weir in 1908. In 1968, changes to the English lyrics were made. | Interactive Lecture | 5 min | C0-012 C0-013 |
| TP3 | <p>Discuss the Canadian Coat of Arms, to include:</p> <ol style="list-style-type: none"> a. the Canadian Coat of Arms was appointed to Canada in the court of Buckingham Palace by His Majesty King George V on 21 November 1921; and b. description of the arms, to include: <ol style="list-style-type: none"> (1) the shield; (2) the ribbon; (3) the helm and mantling; (4) the crest; (5) the supporters; (6) the motto; (7) the four floral emblems; and (8) the imperial crown. | Interactive Lecture/ Activity | 4 min/ 3 min | C0-012 C0-013 |

| TP | Description | Method | Time | Ref |
|-----|---|---------------------|-------|------------------|
| TP4 | Discuss the maple leaf, to include: <ol style="list-style-type: none"> a. the maple leaf began to serve as a Canadian symbol as early as 1700; b. in August 1860, the leaf was adopted as the national emblem of Canada for use as decorations during a visit by the Prince of Wales; c. in 1867 Alexander Muir composed <i>The Maple Leaf Forever</i> as Canada's confederation song; d. many regiments during both World War One and Two wore the maple leaf on their uniforms while over seas; and e. the maple leaf was incorporated into The National Flag of Canada in 1965. | Interactive Lecture | 2 min | C0-012 C0-013 |

5. Time

| | |
|-----------------------------|--------|
| a. Introduction/Conclusion: | 9 min |
| b. Interactive Lecture: | 24 min |
| c. Activity: | 17 min |
| d. Total: | 30 min |

6. Substantiation

- a. The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- b. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

7. References

- a. C0-012 Government of Canada. (1995). *Symbols of Canada*. Ottawa, ON.
- b. C0-013 *Canadian Heritage Website*. (2006). Retrieved 16 March 2006, from <http://www.canadianheritage.gc.ca>.

8. Training Aids

- a. Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/training area; and
- b. Picture of Canadian Coat of Arms found in A-CR-CCP-801/PF-001, Chapter 1, Annex A.

9. Learning Aids

- a. Flipchart paper and marker;
- b. Cut-outs of Canadian Coat of Arms found in A-CR-CCP-801/PF-001, Chapter 1, Annex A; and

c. Yellow Bristol board.

10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm cadets' comprehension of the material during the end of lesson check.

11. **Remarks.** N/A.

EO C101.01 – TOUR A LOCAL MUNICIPAL, PROVINCIAL OR FEDERAL POLITICAL INSTITUTION

1. **Performance.** Tour a Local Municipal, Provincial or Federal Political Institution.
2. **Conditions**
 - a. Given:
 - (1) transportation as required;
 - (2) supervision; and
 - (3) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Determination of conditions suitable for this training is at the discretion of the squadron Commanding Officer.
3. **Standard.** The cadets shall tour a local municipal, provincial, or federal political institution in order to:
 - a. identify different Canadian symbols that have been described in the classroom; and
 - b. appreciate the different political processes, figures and history.
4. **Teaching Points.** 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. If the tour is guided, the tour guide should be asked to address the points outlined below. If an instructor from the squadron will conduct the tour, the following are to be researched in advance:
 - a. location of the National Flag, Canadian Coat of Arms, the maple leaf and provincial flags;
 - b. when the facilities were established and the historical significance of the building;
 - c. the role of the political institution being visited, to include:
 - (1) law-making;
 - (2) policy development;
 - (3) budgeting; and
 - (4) public services; and
 - d. the political figures involved, to include:
 - (1) selection (elected or appointed);
 - (2) political parties; and
 - (3) special positions.
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 and to introduce material which will be instructed in the future. This method appeals to visual and tactile learners.

7. **References.** N/A.
8. **Training Aids.** N/A.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO.
11. **Remarks**
 - a. There is no instructional guide for this EO.
 - b. This field trip can be completed on a supported day or during one of the 30 complementary sessions during a parade night.
 - c. The CO shall determine the dress for this activity.

EO C101.02 – WATCH HISTORICA MINUTES VIDEOS

1. **Performance.** Watch *Historica Minutes* Videos.
2. **Conditions**
 - a. Given:
 - (1) Canadian Heritage videos (*Historica Minutes*);
 - (2) supervision; and
 - (3) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references the cadet shall watch Canadian Heritage videos in order to gain an appreciation of significant Canadian historical symbols/figures/events.

4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|---------------------------|--------|--|
| TP1 | <p>Explain the purpose of Canadian Heritage videos, which is to assist Canadians in developing an appreciation for Canadian historical figures and significant events.</p> <p>Show a series of video clips and lead a discussion on the subject presented in each.</p> | Activity/Group Discussion | 27 min | C3-030 C3-031 C3-032 C3-033 C3-034 C3-035 |

5. **Time**
 - a. Introduction/Conclusion: 3 min
 - b. Activity/Group Discussion: 27 min
 - c. Total: 30 min
6. **Substantiation**
 - a. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.
 - b. The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the instructional guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.
7. **References**
 - a. C3-030 Historica Foundation of Canada. (ND) *Historica Minutes*. Toronto, ON.

- b. C3-031 *Winnie the Pooh*. (2006). Retrieved 5 May 2006, from http://en.wikipedia.org/wiki/Winnie_the_pooh.
- c. C3-032 *Inukshuk*. (2006). Retrieved 5 May 2006, from <http://en.wikipedia.org/wiki/inukshuk>.
- d. C3-033 *Maple Syrup*. (2006). Retrieved 5 May 2006, from http://en.wikipedia.org/wiki/Maple_syrup.
- e. C3-034 *Bluenose*. (2006). Retrieved 5 May 2006, from http://en.wikipedia.org/wiki/Blue_nose.
- f. C3-035 *Avro Arrow*. (2006). Retrieved 5 May 2006, from http://en.wikipedia.org/wiki/Avro_arrow.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. *Historica Minutes* videos; and
- c. TV/VCR or DVD player.

9. **Learning Aids.** *Historica Minutes* videos.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** N/A.

EO C101.03 – PARTICIPATE IN PRESENTATION GIVEN BY A GOVERNMENT REPRESENTATIVE

1. **Performance.** Participate in Presentation Given by a Government Representative.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** The cadet shall participate in a presentation given by a government representative so the cadets may gain an appreciation for government representatives' roles in community development and decision-making.
4. **Teaching Points.** Guest speakers are asked to:
 - a. give a description of the political body they are a member of;
 - b. give a description of their duties;
 - c. give a description of a day in the life of a government representative;
 - d. explain their role in the community;
 - e. relate some anecdotes; and
 - f. facilitate a question and answer period.
5. **Time**
 - a. Interactive Lecture: 60 min
 - b. Total: 60 min
6. **Substantiation.** The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature. Use of a guest speaker would provide an opportunity for the cadets to meet and hear from a government representative. Using a guest speaker will provide an experienced view and promote interest in the topic.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/presentation area.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO.
11. **Remarks**
 - a. Training aids should be determined by contacting the speaker prior to the presentation. The instructor should also have any required presentation aids readily available.

- b. There is no instructional guide for this EO.
- c. Potential guest speakers should be chosen from government representatives in the community, including municipal councillors, mayor, members of the provincial government, and members of Parliament or senators.

EO C101.04 – PARTICIPATE IN A PRESENTATION GIVEN BY A MEMBER OF AN EMERGENCY RESPONSE SERVICES AGENCY

1. **Performance.** Participate in a Presentation Given by a Member of an Emergency Response Services Agency.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** The cadets shall participate in a presentation given by a member of an emergency response services agency so the cadets may gain an appreciation for the role of emergency response services within their communities.
4. **Teaching Points.** Guest speakers are asked to:
 - a. give a description of the service agency they are a member of;
 - b. give a description of their duties;
 - c. give a description of a day in the life of an emergency response services member;
 - d. explain their role in the community;
 - e. relate some anecdotes; and
 - f. facilitate a question and answer period.
5. **Time**
 - a. Interactive Lecture: 60 min
 - b. Total: 60 min
6. **Substantiation.** The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature. Use of a guest speaker would provide an opportunity for the cadets to meet and hear from a member of an emergency response services agency. Using a guest speaker will provide an experienced view and promote interest in the topic.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/presentation area.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks**

- a. Training aids should be determined by contacting the speaker prior to the presentation. The instructor should also have any required presentation aids readily available.
- b. There is no instructional guide for this EO.
- c. Possible guest speakers can include a firefighter, a police officer or a paramedic. Other emergency service agencies may be present in the community and may be contacted to ask to come as a guest speaker.

EO C101.05 – PARTICIPATE IN A PRESENTATION GIVEN BY A REPRESENTATIVE OF A CHARITABLE ORGANIZATION

1. **Performance.** Participate in a Presentation Given by a Representative of a Charitable Organization.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** The cadet shall participate in a presentation given by a representative of charitable organization so that they may gain an appreciation for the role of charitable organizations within their community.
4. **Teaching Points.** Guest speakers are asked to:
 - a. give a description of the charitable organization they represent;
 - b. give a description of their duties;
 - c. give a description of a day in the life of a charitable organization representative;
 - d. explain their role in the community;
 - e. relate some anecdotes; and
 - f. facilitate a question and answer period.
5. **Time**
 - a. Interactive Lecture: 60 min
 - b. Total: 60 min
6. **Substantiation.** The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature. Use of a guest speaker would provide an opportunity for the cadets to meet and hear from a representative of a charitable organization. Using a guest speaker will provide an experienced view and promote interest in the topic.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/presentation area.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks**

- a. Training aids should be determined by contacting the speaker prior to the presentation. The instructor should also have any required presentation aids readily available.
- b. There is no instructional guide for this EO.
- c. Possible guest speakers can include the Heart and Stoke Foundation, the Red Cross, the Canadian Cancer Society, the United Way, UNICEF or local food banks. Other charitable organizations may be present in the community and may be contacted to ask to come as a guest speaker.

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SECTION 2
PO 102 – PERFORM COMMUNITY SERVICE

1. **Performance.** Perform Community Service.
2. **Conditions**
 - a. Given:
 - (1) assistance as required; and
 - (2) supervision.
 - b. Denied: N/A.
 - c. Environment: Community service activity.
3. **Standard.** As a member of a team, the cadet will participate in a community service activity that:
 - a. provides a direct benefit to the community (e.g. support of a non-profit group's fundraising event, community clean up, trail maintenance project); and
 - b. promotes the attributes of good citizenship.
4. **Remarks**
 - a. During year one, cadets will be required to take part in a community service activity as a member of a group. Based on this activity, the cadet shall experience the benefits of being an active citizen within the community.
 - b. Community service can be conducted as nine periods during a supported day or over three sessions of three periods each.
 - c. The community service activity selected shall not have any partisan political association, or be seen to promote or support any single religious denomination or belief system.
 - d. Cadet corps should consult with their sponsor in the selection of community service activities.
 - e. The community service selected shall not directly benefit the cadet corps or the cadet corps' sponsor.
5. **Complementary Material**
 - a. Complementary material under PO 102 is designed to provide opportunities for cadets to perform community service through a number of activities, to include:
 - (1) EO C102.01, Participate in a Ceremonial Parade of Remembrance; and/or
 - (2) EO C102.02, Additional Opportunities to Perform Community Service, beyond that provided by EO M102.01.
 - b. Complementary training under PO 102 is limited to a total of nine periods which may be conducted during sessions or on a supported day, of which EO C102.01 may be allocated a maximum of three periods. Cadet corps are not required to use all nine periods.

- c. The only authorized ceremonial parades cadets may participate in under EO C102.01 are:
 - (1) Remembrance Day observances;
 - (2) Battle of the Atlantic parade;
 - (3) Battle of Britain parade; or
 - (4) a suitable parade of remembrance as approved by the applicable RCSU Detachment.
- d. The community service activity selected shall not have any partisan political association, or be seen to promote or support any single religious denomination or belief system.
- e. The community service selected shall not directly benefit the cadet corps or the cadet corps' sponsor.
- f. EO C102.02 may only be conducted following completion of EO M102.01.

EO M102.01 – PERFORM COMMUNITY SERVICE

1. **Performance.** Perform Community Service.
2. **Conditions**
 - a. Given:
 - (1) assistance as required; and
 - (2) supervision.
 - b. Denied: N/A.
 - c. Environment: Community service activity.
3. **Standard.** As a member of a team, the cadet shall participate in a community service activity that:
 - a. provides a direct benefit to the community (e.g. support of a non-profit group’s fundraising event, community clean up, trail maintenance project); and
 - b. promotes the attributes of good citizenship.
4. **Teaching Points.** The community service activity should be structured as follows:
 - a. The cadets are to receive a briefing prior to the start of the activity, which may be given by a guest speaker from the community group being assisted, to include an explanation of:
 - (1) the objectives of the activity and why the activity is important;
 - (2) resources that may be required to perform the activity;
 - (3) the set-up of the activity; and
 - (4) the safety guidelines required while performing the activity.
 - b. Cadets will participate in the activity, under supervision (activity to be determined by the corps CO).
 - c. The cadets are to be debriefed on their participation in the activity. They should be asked:
 - (1) how they felt about the activity;
 - (2) what they feel they accomplished;
 - (3) what benefit the community received from their participation; and
 - (4) ways individual cadets can be more active citizens based on this experience.

5. **Time**

| | Session | or | Day |
|-----------------------|------------|----|---------|
| a. Briefing: | 3 x 10 min | | 15 min |
| b. Activity: | 3 x 60 min | | 225 min |
| c. Guided Discussion: | 3 x 20 min | | 30 min |
| d. Total: | 3 x 90 min | | 270 min |

6. **Substantiation.** The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own

experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to draw out reflection and connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.

7. References

- a. C0-014 The Royal Canadian Legion. (2002). *The Royal Canadian Legion: Responding to the Needs of Canadian Communities*. Retrieved 25 May 2006, from http://www.legion.ca/asp/docs/about/community_e.asp.
- b. C0-015 Kiwanis International. (2006). *About Kiwanis*. Retrieved 25 May 2006, from <http://www.kiwanis.org/about>.
- c. C0-016 Lions Club International. (2006). *Lions Clubs International History*. Retrieved 25 May 2006, from http://www.lionsclubs.org/en/content/lions_history.shtml.
- d. C0-017 Rotary International. (2005). *About Rotary*. Retrieved 25 May 2006, from <http://www.rotary.org/aboutrotary/index.html>.
- e. C0-044 UNESCO. (2006). *Canadian Commission for UNESCO*. Retrieved 16 August 2006, from <http://www.unesco.ca>.

8. Training Aids. N/A.

9. Learning Aids. Appropriate equipment/material for the activity.

10. Test Details. There is no formal assessment of this EO. The instructor will confirm the cadets' comprehension of the material immediately following the activity by means of a debriefing.

11. Remarks

- a. A sample listing of community-based/oriented groups could include:
 - (1) the Trans-Canada Trail;
 - (2) local environmental groups;
 - (3) the Children's Wish Foundation;
 - (4) hospital committees;
 - (5) the Alzheimer Society;
 - (6) the Cancer Society;
 - (7) the Arthritis Society;
 - (8) Big Brothers/Sisters;
 - (9) the Royal Canadian Legion;
 - (10) the Rotary Club;
 - (11) the Kinsmen Club;
 - (12) the Kiwanis Club;
 - (13) the Lions Club;
 - (14) a local food bank;

- (15) the Red Cross;
 - (16) the United Way; and
 - (17) UNESCO.
- b. Amplifying information should be obtained from the group being supported to assist the instructor in the development of the initial briefing, and to provide additional information, as required, for specific activities.
 - c. This activity may be conducted over a day (nine periods), or in three sessions (three periods on three occasions) based on local needs.
 - d. The community service activity selected shall not have any partisan political association, or be seen to promote or support any single religious denomination or belief system.
 - e. The community service selected shall not directly benefit the cadet corps or the cadet corps' sponsor.

EO C102.01 – PARTICIPATE IN A CEREMONIAL PARADE

1. **Performance.** Participate in a Ceremonial Parade.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Community ceremonial parade.
3. **Standard.** In accordance with specified references the cadets shall participate in a ceremonial parade as part of a community service activity so that they:
 - a. provide a service to the community; and
 - b. promote attributes of good citizenship.
4. **Teaching Points.** The ceremonial parade activity should be structured as follows:
 - a. The cadets are to receive a briefing prior to the start of the parade, to include:
 - (1) an explanation of the objectives of the parade and why it is important;
 - (2) an explanation of the sequence of events, and their roles during the event; and
 - (3) an explanation of who is organizing the parade and to whom the cadet corps will respond.
 - b. Cadets will fill roles as tasked during the parade.
 - c. The cadets are to be debriefed on their participation in the parade. They should be asked:
 - (1) how they felt about the activity;
 - (2) what they feel they accomplished;
 - (3) what their participation in the parade represents; and
 - (4) ways individual cadets can be more active citizens based on this experience.
5. **Time**

| | |
|----------------------|--------|
| a. Briefing: | 10 min |
| b. Activity: | 60 min |
| c. Group Discussion: | 20 min |
| d. Total: | 90 min |
6. **Substantiation.** The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to draw out reflection and connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.

7. References

- a. C0-051 Veteran's Affairs Canada. (1999). *VAC Canada Remembers: Facts on Remembrance Day*. Retrieved 25 May 2006, from http://www.vac_acc.gc.ca/remembers/sub.cfm?source=teach_resources/remdayfact.
- b. C0-052 Veteran's Affairs Canada. (28 April 2003). *The Battle of the Atlantic*. Retrieved 25 May 2006, from <http://www.vac-acc.gc.ca/general/sub.cfm?source=history/secondwar/atlantic/atlfact>.

8. **Training Aids.** N/A.

9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO.

11. Remarks

- a. This activity shall begin with a briefing and end with a debriefing, at which time cadets shall reflect on their participation and provide feedback to the instructor.
- b. Parades supported under this complementary EO are limited to:
 - (1) Remembrance Day observances;
 - (2) Battle of the Atlantic parade; or
 - (3) Battle of Britain parade; or
 - (4) a suitable parade of remembrance as approved by the applicable RCSU Detachment.

EO C102.02 – PERFORM COMMUNITY SERVICE

1. **Performance.** Perform Community Service.
2. **Conditions**
 - a. Given:
 - (1) assistance as required; and
 - (2) supervision.
 - b. Denied: N/A
 - c. Environmental: Community service activity.
3. **Standard.** As a member of a team, the cadet shall participate in an additional community service activity that:
 - a. promotes the attributes of good citizenship; and
 - b. provides a direct benefit to the community.
4. **Teaching Points.** The community service activity should be structured as follows:
 - a. The cadets are to receive a briefing prior to the start of the activity, which may be given by a guest speaker from the community group being assisted, to include an explanation of:
 - (1) the objectives of the activity and why the activity is important;
 - (2) resources that may be required to perform the activity;
 - (3) the set-up of the activity; and
 - (4) the safety guidelines required while performing the activity.
 - b. Cadets will participate in the activity, under supervision (activity to be determined by the corps CO).
 - c. The cadets are to be debriefed on their participation in the activity. They should be asked:
 - (1) how they felt about the activity;
 - (2) what they feel they accomplished;
 - (3) what benefit the community received from their participation; and
 - (4) ways individual cadets can be more active citizens based on this experience.

5. **Time**

| | Session | or | Day |
|-----------------------|------------|----|---------|
| a. Briefing: | 3 x 10 min | | 15 min |
| b. Activity: | 3 x 60 min | | 225 min |
| c. Guided Discussion: | 3 x 20 min | | 30 min |
| d. Total: | 3 x 90 min | | 270 min |

6. **Substantiation.** The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own

experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to draw out reflection and connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.

7. **References.** N/A.
8. **Training Aids.** N/A.
9. **Learning Aids.** Appropriate equipment/material for the activity.
10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm the cadets' comprehension of the material immediately following the activity by means of a debrief.
11. **Remarks**
 - a. This complementary activity provides further opportunity to participate in community service beyond that provided in EO M102.01, Perform Community Service.
 - b. This activity may be conducted over a day (up to nine periods), or in three sessions (three periods on three occasions) based on local needs.
 - c. The community service activity selected shall not have any partisan political association, or be seen to promote or support any single religious denomination or belief system.
 - d. The community service selected shall not directly benefit the cadet corps or the cadet corps' sponsor.

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SECTION 3**PO 103 – PARTICIPATE AS A MEMBER OF A TEAM**

1. **Performance.** Participate as a Member of a Team.
2. **Conditions**
 - a. Given:
 - (1) supervision as required; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet will:
 - a. explain the responsibilities of a follower in a team;
 - b. map personal goals for the training year; and
 - c. participate in team building activities with other members of the squadron in order to improve communication skills, enhance teamwork, and build trust and mutual support.
4. **Remarks.** N/A.
5. **Complementary Material**
 - a. Complementary material under PO 103 is designed to enhance the cadets' knowledge of being a member of a team through a number of activities:
 - (1) EO C103.01 allows the cadets to participate in icebreaker activities;
 - (2) EO C103.02 allows the cadets to participate in self-introductions; and
 - (3) EO C103.03 allows the cadets to participate in additional team building activities.
 - b. Complementary training under PO 103 is limited to a total of three periods conducted during sessions or on a supported day. Squadrons are not required to use all three periods.

EO M103.01 – IDENTIFY THE RESPONSIBILITIES OF A FOLLOWER IN A TEAM

1. **Performance.** Identify the Responsibilities of a Follower in a Team.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references the cadet shall explain the responsibilities of a follower in a team environment.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|---------------------|-------|--------|
| TP1 | Explain the following four responsibilities of a follower: <ol style="list-style-type: none"> a. respect the leader and other team members; b. cooperate with others; c. admit mistakes and learning from experience; and d. accept constructive feedback. | Interactive Lecture | 8 min | C3-038 |
| TP2 | Explain the following five responsibilities of a follower in a team: <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 | 8 min | C3-038 |

5. **Time**
 - a. Introduction/Conclusion: 14 min
 - b. Interactive Lecture: 16 min
 - c. Total: 30 min
6. **Substantiation.** The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

7. **References.** 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 (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/training area.
9. **Learning Aids**
 - a. Scrambled words found in A-CR-CCP-801/PF-001, Chapter 3, Annex A; and
 - b. A container.
10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm cadets' comprehension of the material during the end of lesson check.
11. **Remarks.** N/A.

EO M103.02 – MAP PERSONAL GOALS FOR THE TRAINING YEAR

1. **Performance.** Map Personal Goals for the Training Year.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references, cadets shall:
 - a. complete a self-esteem scale;
 - b. map out short-term goals to achieve in the program in the next three months; and
 - c. map out long-term goals to achieve by the end of their first year in the Cadet Program.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----------|---|------------------|-------------|--|
| TP1 | Conduct an activity using a self-esteem scale, where the cadets are to place a check mark on the scale that they feel best describes them. | Activity | 5 min | C0-022 (p. 15) |
| TP2 | Conduct a goal mapping activity by having the cadets write out: <ol style="list-style-type: none"> a. their goals for the next three months in terms of what they want to achieve at the squadron; b. their goals for the end of the training year in terms of what they want to achieve at the squadron; and c. the steps they think they will need to take in achieving these goals. | Activity | 10 min | C0-022 (pp. 39 to 42) |
| TP3 | Lead a discussion on the importance of self-esteem and goal mapping in term of the success of the team. | Group Discussion | 10 min | C0-021 (pp. 19 to 21 and 45) C0-022 (pp. 14, 15, 17 and 18) |

5. **Time**
 - a. Introduction/Conclusion: 5 min
 - b. Activity: 15 min
 - c. Group Discussion: 10 min
 - d. Total: 30 min

6. Substantiation

- a. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.
- b. The group discussion method was chosen to allow the cadets to share their knowledge, opinions and feelings about the subject matter, while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the instructional guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

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.

8. Training Aids. Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/training area.**9. Learning Aids**

- a. Self-esteem scale found in A-CR-CCP-801/PF-001, Chapter 3, Annex B; and
- b. Goal-mapping exercise found in A-CR-CCP-801/PF-001, Chapter 3, Annex C.

10. Test Details. There is no formal assessment of this EO.**11. Remarks.** N/A.

EO M103.03 – PARTICIPATE IN TEAM BUILDING ACTIVITIES

1. **Performance.** Participate in Team Building Activities.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references the cadets shall:
 - a. participate in team building activities; and
 - b. discuss the characteristics and advantages of a successful team.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|---|----------|--------|----------------|
| TP1 | Conduct the team building activity “The Human Knot” to include: <ol style="list-style-type: none"> a. dividing the cadets into groups of approximately 10; b. having the cadets stand in a circle; c. having the cadets place their right hand in the centre of the circle and grab the hand of someone across from them. Have the cadets repeat this process with their left hands; and d. having the cadets attempt to untangle the “human knot” without letting go of their hands. | Activity | 10 min | C0-003 (p. 88) |
| TP2 | Conduct the team building activity “Memory” to include: <ol style="list-style-type: none"> a. having cadets observe an overhead for 15 seconds; b. having cadets individually write down as many items as they remember from the overhead; c. recording the number of items that individual cadets recalled on the board/flipchart; d. separating the cadets into two groups; e. having the cadets compile a group list of how many items they recalled; and | Activity | 10 min | C0-005 (p. 27) |

| TP | Description | Method | Time | Ref |
|-----|--|------------------|--------|-------------------------|
| | f. comparing the individual results to the group results. | | | |
| TP3 | <p>Conduct the team building activity “Silent Birthdays”, to include:</p> <p>a. having the cadets line up in birth order from oldest to youngest without speaking;</p> <p>b. assisting the cadets with other non-verbal methods, like pen and paper, if the task becomes difficult; and</p> <p>c. having the cadets state their birthdays and see if the group was successful.</p> | Activity | 10 min | C0-003 (p. 95) |
| TP4 | <p>Lead a discussion on the characteristics of a successful team, to include:</p> <p>a. strong communication;</p> <p>b. mutual cooperation and support;</p> <p>c. sharing a common goal; and</p> <p>d. high esprit de corps.</p> <p>Have the cadets discuss the advantages of a successful team, to include:</p> <p>a. including everyone;</p> <p>b. producing a better outcome;</p> <p>c. making the task easier to complete because more people are involved; and</p> <p>d. developing communication skills.</p> | Group Discussion | 20 min | C0-004 (pp. 114 to 118) |

5. Time

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

6. Substantiation

- The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.
- The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the instructional guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

7. **References**

- a. C0-003 (ISBN 0-943210-44-5) Pike, B., and Busse, C. (1995). *101 More Games for Trainers*. Minneapolis, MN: Lakewood Publishing.
- b. C0-004 (ISBN 1-58062-577-0) McClain, G., and Romaine, D.S. (2002). *The Everything Managing People Book*. Avon, MA: Adams Media.
- c. C0-005 (ISBN 0-07-046414-6) Scannell, E.E., and Newstrom, J.W. (1994). *Even More Games Trainers Play*. New York: McGraw-Hill.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/training area; and
- b. Collage provided in A-CR-CCP-801/PF-001, Chapter 3, Annex D.

9. **Learning Aids**

- a. Collage found in A-CR-CCP-801/PF-001, Chapter 3, Annex D;
- b. Paper and pens; and
- c. Flipchart markers.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** N/A.

EO C103.01 – PARTICIPATE IN ICEBREAKER ACTIVITIES

1. **Performance.** Participate in Icebreaker Activities.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references 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 | Ref |
|-----|--|------------------|-------|-----------------|
| TP1 | Conduct the icebreaker activity “True Confession Toothpicks” by: <ol style="list-style-type: none"> a. giving each cadet five toothpicks; b. asking the first cadet to talk about something they have never done; c. having other cadets in the group who have done the same thing forfeit a toothpick; and d. continuing the activity until someone has forfeited all their toothpicks. | Activity | 7 min | C0-003 (p. 18) |
| TP2 | Conduct the icebreaker activity “Two Truths and a Lie” by: <ol style="list-style-type: none"> a. having the cadets introduce themselves using three statements. Two statements will be the truth and one statement is to be a lie; b. having the group determine which statement is a lie; and c. continuing the activity until each cadet has given three statements. | Activity | 7 min | C0-029 (p. 331) |
| TP3 | Conduct the icebreaker activity “Self-disclosure Introductions” by having the cadets state their first or last name and attach an adjective. The adjective shall describe a dominant characteristic and start with the first letter of the cadet’s name. An example would be “serious Stan”. | Activity | 7 min | C0-028 (p. 15) |
| TP4 | Lead a group discussion on the effectiveness of the icebreakers in introducing themselves to each other. | Group Discussion | 5 min | |

5. **Time**

- | | |
|-----------------------------|--------|
| a. Introduction/Conclusion: | 4 min |
| b. Activity: | 21 min |
| c. Group Discussion: | 5 min |
| d. Total: | 30 min |

6. **Substantiation**

- a. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.
- b. The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the instructional guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

7. **References**

- a. C0-003 (ISBN 0-943210-44-5) Pike, B., and Busse, C. (1995) *101 More Games for Trainers*. Minneapolis, MN: Lakewood Books.
- b. C0-028 (ISBN 0-07-046513-4) Newstrom, J., and Scannell, E. (1998). *The Big Book of Team Building Games*. New York, NY: McGraw-Hill.
- c. C0-029 (ISBN 0-7872-4532-1) Cain, J., and Jolliff, B. (1998). *Teamwork and Teampplay*. Brockport, NY: Kendall/Hunt.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/training area; and
- b. Toothpicks.

9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** N/A.

EO C103.02 – PARTICIPATE IN SELF-INTRODUCTIONS

1. **Performance.** Participate in Self-introductions.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references the cadet shall introduce themselves to the group.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|---|------------------|--------|-------------------------|
| 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. | Activity | 20 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 | 5 min | |

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

6. **Substantiation**

- a. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.
- b. The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the instructional guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

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 (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/training area.

9. **Learning Aids**

- a. Whiteboard and markers; and
- b. Paper and pens.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** N/A.

EO C103.03 – PARTICIPATE IN TEAM BUILDING ACTIVITIES

1. **Performance.** Participate in Team Building Activities.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references the cadet shall:
 - a. participate in team building activities; and
 - b. discuss the characteristics and advantages of a successful team.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|------------------|--------|---------------------------|
| TP1 | Conduct the team building activity “Jigsaw” by: <ol style="list-style-type: none"> a. selecting a puzzle that can be broken into ten subsets; b. distributing the subsets to individuals or small groups to assemble; and c. having the group come together to connect the ten subsets. | Activity | 6 min | C0-028 (pp. 67 and 68) |
| TP2 | Lead a discussion on how the cadets viewed the Jigsaw game in terms of how it fostered teamwork. | Group Discussion | 4 min | |
| TP3 | Conduct the team building activity “Alphabetically” by: <ol style="list-style-type: none"> a. having cadets sit and stand in random locations around the room with their eyes closed; b. having one cadet say the first letter of the alphabet; and c. having the remaining cadets state the subsequent letters without having two cadets saying a letter at the same time. | Activity | 11 min | C0-029 (p. 74) |
| TP4 | Lead a discussion on how the cadets viewed the “Alphabetically” game in terms of how it demonstrated the need for teamwork. | Group Discussion | 4 min | |

5. **Time**

- | | |
|-----------------------------|--------|
| a. Introduction/Conclusion: | 5 min |
| b. Activity: | 17 min |
| c. Group Discussion: | 8 min |
| d. Total: | 30 min |

6. **Substantiation**

- a. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.
- b. The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the instructional guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

7. **References**

- a. C0-028 (ISBN 0-07-046513-4) Newstrom, J., and Scannell, E. (1998). *The Big Book of Team Building Games*. New York, NY: McGraw-Hill.
- b. C0-029 (ISBN 0-7872-4532-1) Cain, J., and Jolliff, B. (1998). *Teamwork and Teampplay*. Brockport, NY: Kendall/Hunt.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/training area;
- b. Picture puzzle; and
- c. CD player and CDs (optional).

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

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** N/A.

SECTION 4**PO 104 – DEVELOP A PERSONAL ACTIVITY PLAN**

1. **Performance.** Develop a Personal Activity Plan.
2. **Conditions**
 - a. Given:
 - (1) access to *Canada's Physical Activity Guide to Healthy Active Living*;
 - (2) supervision as required; and
 - (3) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Any conditions.
3. **Standard.** In accordance with *Canada's Physical Activity Guide to Healthy Active Living*, the cadet will develop a personal activity plan, to include:
 - a. developing short and long term individual goals that are SMART (specific, measurable, achievable, realistic and timely); and
 - b. creating an activity plan that includes:
 - (1) activities that will help to achieve goals;
 - (2) a balance between light effort to maximum effort activities;
 - (3) participation in activities at least once a week that fit the cadet's lifestyle; and
 - (4) simple activities that can be done with little planning;
4. **Remarks.** N/A.
5. **Complementary Material**
 - a. Complementary material under PO 104 is designed to enhance a cadet's personal activity plan through the creation of team goals as a member of a group (EO C104.01).
 - b. Complementary training under PO 104 is limited to a total of three periods conducted during a session or on a supported day. If Personal Fitness and Healthy Living is completed in a training session or as an aspect of a full-day activity, it will be comprised of three periods. Units are not required to use all three periods.

EO M104.01 – IDENTIFY ACTIVITIES THAT WILL HELP ACHIEVE A HEALTHY ACTIVE LIFESTYLE

1. **Performance.** Identify Activities That Will Help Achieve a Healthy Active Lifestyle.
2. **Conditions**
 - a. Given:
 - (1) a copy of *Canada's Physical Activity Guide to Healthy Active Living*;
 - (2) supervision; and
 - (3) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.
3. **Standard.** In accordance with *Canada's Physical Activity Guide to Healthy Active Living*, the cadet shall identify activities that will help achieve a healthy and active lifestyle.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|---------------------|--------|----------------------|
| TP1 | Introduce cadets to <i>Canada's Physical Activity Guide to Healthy Active Living</i> , to include: <ol style="list-style-type: none"> a. page 4 – Check Out What You Are Doing Now; b. page 5 – Benefits of Physical Activity; c. page 6 – What Are You Into; d. page 8 – Let's Get Active; and e. page 10 – Crank Up Your Activity. | Interactive Lecture | 7 min | C0-020 (pp. 4 to 10) |
| TP2 | Discuss the types of activities that will help achieve a healthy lifestyle, to include: <ol style="list-style-type: none"> a. activities that raise the heart rate; b. simple, everyday activities such as walking, skipping, running, raking leaves, skateboarding, etc.; c. playing physical games with friends/family; and d. options that do not cost money or require a gym membership. | Group Discussion | 18 min | C0-020 (p. 10) |

5. **Time**

| | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min |
| b. | Interactive Lecture: | 7 min |
| c. | Group Discussion: | 18 min |
| d. | Total: | 30 min |

6. **Substantiation**

- a. For TP1, the interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- b. For TP2, the group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the instructional guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

7. **References.** C0-020 (ISBN 0-662-32899) Minister of Health. (2002). *Canada's Physical Activity Guide to Healthy Active Living* [Brochure].

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area; and
- b. *Canada's Physical Activity Guide to Healthy Active Living*.

9. **Learning Aids.** *Canada's Physical Activity Guide to Healthy Active Living*.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' comprehension of the material during the conduct of the activity associated with TP2.

11. **Remarks.** N/A.

EO M104.02 – DEVELOP A PERSONAL ACTIVITY PLAN

1. **Performance.** Develop a Personal Activity Plan.
2. **Conditions**
 - a. Given:
 - (1) access to *Canada's Physical Activity Guide to Healthy Active Living*;
 - (2) supervision; and
 - (3) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.
3. **Standard.** In accordance with *Canada's Physical Activity Guide to Healthy Active Living*, the cadet shall develop a personal activity plan that includes:
 - a. short- and long-term goals; and
 - b. physical activities.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|---|---------------------|--------|-------------------------|
| TP1 | Explain the concept of goals, to include: <ol style="list-style-type: none"> a. definition of a goal; b. difference between short-term and long-term goals; c. individual and team goals; d. how to develop goals; and e. goals should be SMART (specific, measurable, achievable, realistic and timely). | Interactive Lecture | 5 min | C0-019 (p. 31) |
| TP2 | Explain how to create a personal activity plan, to include: <ol style="list-style-type: none"> a. activities that will help to achieve goals; b. balance between moderate activities and vigorous activities; c. participation in activities at least once a week that fit the cadet's lifestyle; and d. simple activities that can be done with little planning. | Interactive Lecture | 5 min | C0-020 (pp. 4, 8 and 9) |
| TP3 | Have the cadets create an activity plan, assisting them as required. | Individual Activity | 15 min | |

5. **Time**

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

6. **Substantiation**

- a. For TP1 and TP2, the interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- b. The practical activity in TP3 will verify the cadets' understanding of the material and will allow them to apply the knowledge acquired during the lesson. The cadets will complete the exercise under direction and supervision.

7. **References**

- a. C0-019 (ISBN 0-7894-7147-7) Eaton, J., and Johnson, R. (2001). *Coaching Successfully*. New York: Dorling, Kindersley.
- b. C0-020 (ISBN 0-662-32899) Minister of Health. (2002). *Canada's Physical Activity Guide to Healthy Active Living* [Brochure].
- c. C0-024 Barber, Katherine (Ed.) (2001). *The Canadian Oxford Dictionary*. Don Mills: Oxford University Press.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Paper;
- c. Pens/pencils; and
- d. *Canada's Physical Activity Guide to Healthy Active Living*.

9. **Learning Aids**

- a. *Canada's Physical Activity Guide to Healthy Active Living*; and
- b. Outline of an activity plan.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' comprehension of the material during the conduct of the individual activity associated with TP3.

11. **Remarks.** N/A.

EO M104.03 – PARTICIPATION IN A DISCUSSION ON HYGIENIC PRACTICES DURING PHYSICAL ACTIVITY

1. **Performance.** Participation in a Discussion on Hygienic Practices during Physical Activity.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.
3. **Standard.** The cadet shall participate in a discussion on hygiene practices and clothing choices for physical activity.

4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|---|------------------------------------|--------|--------|
| TP1 | Lead a discussion on wearing the proper clothing for participating in physical activity, to include: <ol style="list-style-type: none"> a. layering of clothing appropriate to environment and activity; b. clothing materials that do not interfere with perspiration; and c. appropriate footwear. | Group Discussion/ Brainstorming | 10 min | C0-026 |
| TP2 | Lead a discussion on hygiene during physical activity, to include: <ol style="list-style-type: none"> a. wearing deodorant; and b. wearing clean clothes. | Group Discussion/ Brainstorming | 5 min | |
| TP3 | Lead a discussion on hygiene after physical activity, to include: <ol style="list-style-type: none"> a. changing damp or wet clothing; and b. showering/sponge-bathing after physical activity. | Group Discussion/ Brainstorming | 10 min | |

5. **Time**

- | | |
|------------------------------------|--------|
| a. Introduction/Conclusion: | 5 min |
| b. Group Discussion/Brainstorming: | 25 min |
| c. Total: | 30 min |

6. **Substantiation.** The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If

the instructor follows the instructional guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

7. **References.** C0-026 *At Health Mental Health*. (2006). Retrieved 19 May 2006, from www.athealth.com.
8. **Training Aids.** Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' comprehension of the material during the end of lesson check.
11. **Remarks.** The following Website was consulted when developing this lesson: <http://www.athealth.com/Consumer/disorders/FitnessFundamentals.html>.

EO C104.01 – CREATE TEAM GOALS

1. **Performance.** Create Team Goals.
2. **Conditions**
 - a. Given:
 - (1) access to *Canada's Physical Activity Guide to Healthy Active Living*;
 - (2) supervision; and
 - (3) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.
3. **Standard.** In accordance with *Canada's Physical Activity Guide to Healthy Active Living*, the cadet shall, as a member of a group, create team goals for the year, to include:
 - a. short-term goals; and
 - b. long-term goals.

4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|------------------------------------|--------|--------|
| TP1 | Lead a group discussion where the cadets are to create team goals for the year. Note: The cadets can brainstorm together to come up with ideas for their goals. The cadets shall record their team goals and create a chart to track their progress. | Group Discussion/ Brainstorming | 25 min | C0-020 |

5. **Time**

- | | |
|------------------------------------|--------|
| a. Introduction/Conclusion: | 5 min |
| b. Group Discussion/Brainstorming: | 25 min |
| c. Total: | 30 min |

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

7. **References.** C0-020 (ISBN 0-662-32899) Minister of Health. (2002). *Canada's Physical Activity Guide to Healthy Active Living* [Brochure].

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;

- b. *Canada's Physical Activity Guide to Healthy Active Living*;
 - c. Paper; and
 - d. Pens/pencils.
9. **Learning Aids.** Access to *Canada's Physical Activity Guide to Healthy Active Living*.
10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' comprehension of the material during the creation of team goals.
11. **Remarks.** N/A.

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SECTION 5
PO 105 – PARTICIPATE IN RECREATIONAL SPORTS

1. **Performance.** Participate in Recreational Sports.
2. **Conditions**
 - a. Given:
 - (1) sports equipment;
 - (2) opportunity to participate in organized recreational team sports;
 - (3) supervision as required;
 - (4) assistance as required;
 - (5) Canadian Cadet Organizations' (CCO) list of acceptable sports;
 - (6) safety equipment.
 - b. Denied: N/A.
 - c. Environmental: Appropriate sporting venue.
3. **Standard.** In accordance with specified references the cadets will participate in organized recreational team sports, to include:
 - a. receiving a briefing on the specific sport's rules and regulations;
 - b. taking part in a warm-up;
 - c. actively participating in a given sporting event; and
 - d. taking part in a cool-down.
4. **Remarks**
 - a. First year cadets' focus will be on sport participation.
 - b. Recreational sports can be carried out as nine periods during a supported day or over three sessions of three periods each.
5. **Complementary Material**
 - a. Complementary material under PO 105 is designed to enhance a cadet's pursuit of living a healthy lifestyle through a number of activities:
 - (1) EO C105.01 allows the cadets to participate in an organized sports tabloid;
 - (2) EO C105.02 allows the cadets to participate in an organized intramural sports event; and
 - (3) EO C105.03 allows the cadets to participate in an orienteering event.
 - b. Complementary training under PO 105 is limited to a total of nine periods conducted during sessions or on a supported day. If recreational sports is carried out over the three training sessions, it will be comprised of three periods of training per night. If recreational sports is carried out as a full-day activity, it will be comprised of nine periods. Units are not required to use all nine periods.

EO M105.01 – PARTICIPATE IN ORGANIZED RECREATIONAL TEAM SPORTS

1. **Performance.** Participate in Organized Recreational Team Sports.
2. **Conditions**
 - a. Given:
 - (1) sports equipment;
 - (2) opportunity to participate in organized recreational team sports;
 - (3) supervision as required;
 - (4) assistance as required; and
 - (5) safety equipment.
 - b. Denied: N/A.
 - c. Environmental: Appropriate sporting venue.
3. **Standard.** In accordance with specified references the cadet shall:
 - a. demonstrate a basic understanding of the specific sport's rules and regulations;
 - b. participate in a warm-up;
 - c. actively participate in a given sporting event; and
 - d. participate in a cool-down.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|---------------------|--------------------|----------------------------|
| TP1 | Introduce cadets to a specific sport's rules and regulations, to include: <ol style="list-style-type: none"> a. an overview of how to play the sport; and b. rules and regulations of the sport. | Interactive Lecture | 10 min | C0-001 |
| TP2 | Conduct a warm-up session, composed of light cardiovascular activities, meant to: <ol style="list-style-type: none"> a. stretch the muscles and ligaments; b. gradually increase respiratory action and heart rate; c. expand the muscles' capillaries to accommodate the increase in blood circulation; and d. raise muscle temperature to facilitate reactions in muscle tissue. | Participation | 10 min | C0-002 (pp. 109 to 113) |
| TP3 | Supervise the cadets' participation in a given sports activity. | Participation | 60 min/ 240 min | |

| TP | Description | Method | Time | Ref |
|-----|---|---------------|--------|----------------------------|
| TP4 | Conduct a cool-down session, composed of light cardiovascular activities, meant to: <ol style="list-style-type: none"> a. prepare the respiratory and cardiovascular systems to return to their normal state; and b. stretch the muscles and ligaments. | Participation | 10 min | C0-002 (pp. 109 to 113) |

5. **Time**

| | Session | or | Day |
|--------------------------------|---------|----|---------|
| a. Introduction/Conclusion: | 10 min | | 10 min |
| b. Participation in Warm-up: | 10 min | | 10 min |
| c. Participation in Activity: | 60 min | | 240 min |
| d. Participation in Cool-down: | 10 min | | 10 min |
| e. Total: | 90 min | | 270 min |

6. **Substantiation.** The participation method was chosen for this lesson as it allows the cadets to engage freely in the activity. The cadets should be encouraged to interact with all other group members. The instructor must foster an environment that involves the contributions of all cadets, regardless of their skill level. This methodology requires adequate supervision by senior cadets and adult staff.

7. **References**

- a. C0-001 (ISBN 0-88011-807-5) Human Kinetics with Thomas Hanlon. (1998). *The Sports Rules Book: Essential Rules for 54 Sports*. USA: Human Kinetics Publishers, Inc.
- b. C0-002 (ISBN 0-88962-630-8) LeBlanc, J., and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.

8. **Training Aids**

- a. Sports equipment;
- b. First aid kit;
- c. Pylons;
- d. Whistles;
- e. Stopwatch; and
- f. Gym mats.

9. **Learning Aids.** Sports equipment.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks**

- a. Organized recreational team sports can be carried out as nine periods during a supported day or over three sessions of three periods each.
- b. First-year cadets' focus shall be on sport participation.

- c. The CCO list of approved sports can be found in A-CR-CCP-801/PF-001, Chapter 5, Annex A.
- d. The following Websites were consulted when developing this lesson:
 - (1) C0-001 (ISBN 0-88011-807-5), Human Kinetics with Thomas Hanlon. (1998). *The Sports Rules Book: Essential Rules for 54 Sports*. USA: Human Kinetics Publishers, Inc.
 - (2) C0-030 Ringette Canada. Retrieved 27 April 2006, from www.ringette.ca.
 - (3) C0-031 Ultimate. Retrieved 27 April 2006, from www.whatisultimate.com.
 - (4) C0-032 Stanford Intramurals, Department of Athletics, Physical Education and Recreation. Retrieved 30 April 2006, from www.stanford.edu/group/Intramurals/kickballrules.html.
 - (5) C0-033 NFLCANADA.COM. Retrieved 30 April 2006, from www.slam.canoe.ca/FlagFootball/Rules/home.html.
 - (6) C0-034 Ultimate Players Association. Retrieved 27 April 2006, from www.upa.org/ultimate.
 - (7) C0-035 World Adult Kickball Association (WAKA). Retrieved 1 May 2006, from www.kickball.com.
 - (8) C0-036 Women's Heart Foundation. Retrieved 25 April 2006, from www.womensheart.org/content/Exercise/stretching_exercise.asp.
 - (9) C0-037 Retrieved 25 April 2006, from www.walkablock.com/stretch2.gif.
 - (10) C0-038 Retrieved 25 April 2006, from www.shelterpub.com/_fitness/online_stretches.gif.
 - (11) C0-039 Retrieved 25 April 2006, from www.eeshop.unl.edu.
 - (12) C0-040 Retrieved 25 April 2006, from www.losethebackpain.com.
 - (13) C0-041 Retrieved 25 April 2006, from www.roadcycling.com/artman/upload/stretches.jpg.
 - (14) C0-042 Spine Universe. Retrieved 25 April 2006, from www.spineuniverse.com.

EO C105.01 – PARTICIPATE IN AN ORGANIZED SPORTS TABLOID

1. **Performance.** Participate in an Organized Sports Tabloid.
2. **Conditions**
 - a. Given:
 - (1) appropriate activity equipment;
 - (2) safety equipment;
 - (3) opportunity to participate in an organized sports tabloid;
 - (4) supervision as required; and
 - (5) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Appropriate sporting venue.
3. **Standard.** In accordance with specified references the cadet shall:
 - a. participate in a warm-up;
 - b. actively participate in organized intramural sports; and
 - c. participate in a cool-down.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|---------------------|--------------------|----------------------------|
| TP1 | Introduce cadets to the sport tabloid's rules and regulations. | Interactive Lecture | 10 min | |
| TP2 | Conduct a warm-up session, composed of light cardiovascular activities, meant to: <ol style="list-style-type: none"> a. stretch the muscles and ligaments; b. gradually increase respiratory action and heart rate; c. expand the muscles' capillaries to accommodate the increase in blood circulation; and d. raise muscle temperature to facilitate reactions in muscle tissue. | Participation | 10 min | C0-002 (pp. 109 to 113) |
| TP3 | Supervise the cadets' participation in an organized sports tabloid. | Participation | 60 min/ 240 min | |

| TP | Description | Method | Time | Ref |
|-----|--|---------------|--------|----------------------------|
| TP4 | Conduct a cool-down, composed of light cardiovascular activities, meant to: a. prepare the respiratory and cardiovascular systems to return to their normal state; and b. stretch the muscles and ligaments. | Participation | 10 min | C0-002 (pp. 109 to 113) |

5. **Time**

| | Session | or | Day |
|--------------------------------|---------|----|---------|
| a. Introduction/Conclusion: | 10 min | | 10 min |
| b. Participation in Warm-up: | 10 min | | 10 min |
| c. Participation in Activity: | 60 min | | 240 min |
| d. Participation in Cool-down: | 10 min | | 10 min |
| e. Total: | 90 min | | 270 min |

6. **Substantiation.** The participation method was chosen for this lesson as it allows the cadets to engage freely in the activity. The cadets should be encouraged to interact with all other group members. The instructor must foster an environment that involves the contributions of all cadets, regardless of their skill level. This methodology requires adequate supervision by senior cadets and adult staff.

7. **References.** C0-002 (ISBN 0-88962-630-8) LeBlanc, J., and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.

8. **Training Aids**

- a. Equipment for sports tabloid IAW A-CR-CCP-801/PF-001, Chapter 5, Annex E;
- b. Tables;
- c. Chairs;
- d. Paper;
- e. Tape;
- f. First aid kit;
- g. Whistles;
- h. Stopwatch;
- i. Master score sheet;
- j. Station score sheet; and
- k. Gym mats.

9. **Learning Aids.** Equipment for sports tabloid.

10. **Test Details.** There is no formal assessment of this EO.

11. Remarks

- a. Organized sports tabloid can be carried out as nine complementary periods during a supported day or over three sessions of three periods each.
- b. First-year cadets' focus shall be on sport participation.
- c. The CCO list of approved tabloid sports can be found in A-CR-CCP-801/PF-001, Chapter 5, Annex A.
- d. The following Websites were consulted when developing this lesson:
 - (1) C0-001 (ISBN 0-88011-807-5), Human Kinetics with Thomas Hanlon. (1998). *The Sports Rules Book: Essential Rules for 54 Sports*. USA: Human Kinetics Publishers, Inc.
 - (2) C0-030 Ringette Canada. Retrieved 27 April 2006, from www.ringette.ca.
 - (3) C0-031 Ultimate. Retrieved 27 April 2006, from www.whatisultimate.com.
 - (4) C0-032 Stanford Intramurals, Department of Athletics, Physical Education and Recreation. Retrieved 30 April 2006, from www.stanford.edu/group/Intramurals/kickballrules.html.
 - (5) C0-033 NFLCANADA.COM. Retrieved 30 April 2006, from www.slam.canoe.ca/FlagFootball/Rules/home.html.
 - (6) C0-034 Ultimate Players Association. Retrieved 27 April 2006, from www.upa.org/ultimate.
 - (7) C0-035 World Adult Kickball Association (WAKA). Retrieved 1 May 2006, from www.kickball.com.
 - (8) C0-036 Women's Heart Foundation. Retrieved 25 April 2006, from www.womensheart.org/content/Exercise/stretching_exercise.asp.
 - (9) C0-037 Retrieved 25 April 2006, from www.walkablock.com/stretch2.gif.
 - (10) C0-038 Retrieved 25 April 2006, from www.shelterpub.com/_fitness/online_stretches.gif.
 - (11) C0-039 Retrieved 25 April 2006, from www.eeshop.unl.edu.
 - (12) C0-040 Retrieved 25 April 2006, from www.losethebackpain.com.
 - (13) C0-041 Retrieved 25 April 2006, from www.roadcycling.com/artman/upload/stretches.jpg.
 - (14) C0-042 Spine Universe. Retrieved 25 April 2006, from www.spineuniverse.com.

EO C105.02 – PARTICIPATE IN AN ORGANIZED INTRAMURAL SPORTS EVENT

1. **Performance.** Participate in an Organized Intramural Sports Event.
2. **Conditions**
 - a. Given:
 - (1) sports equipment;
 - (2) opportunity to participate in an intramural sports event;
 - (3) supervision as required;
 - (4) assistance as required; and
 - (5) safety equipment.
 - b. Denied: N/A.
 - c. Environmental: Appropriate sporting venue.
3. **Standard.** In accordance with specified references the cadet shall:
 - a. demonstrate a basic understanding of intramural sports and their rules and regulations;
 - b. participate in a warm-up;
 - c. actively participate in organized intramural sports; and
 - d. participate in a cool-down.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|---|---------------|--------|----------------------------|
| TP1 | Introduce cadets to a specific sport chosen from A-CR-CCP-801/PF-001, Chapter 5, Annex A and its rules and regulations, which can be found in A-CR-CCP-801/PF-001, Chapter 5, Annex B. Note: Sports will be dependent on resources available and must be a recognized CCO sport. | Lecture | 5 min | C0-001 |
| TP2 | Introduce cadets to the procedures to be used for the intramural sports event. | Lecture | 5 min | |
| TP3 | Conduct a warm-up session, composed of light cardiovascular activities, meant to: <ol style="list-style-type: none"> a. stretch the muscles and ligaments; b. gradually increase respiratory action and heart rate; c. expand the muscles' capillaries to accommodate the increase in blood circulation; and | Participation | 10 min | C0-002 (pp. 109 to 113) |

| TP | Description | Method | Time | Ref |
|-----|--|---------------|--------------------|----------------------------|
| | d. raise muscle temperature to facilitate reactions in muscle tissue. | | | |
| TP4 | Supervise the cadets' participation in organized intramural sports. | Participation | 60 min/ 240 min | |
| TP5 | Conduct a cool-down, composed of light cardiovascular activities, meant to: a. prepare the respiratory and cardiovascular systems to return to their normal state; and b. stretch the muscles and ligaments. | Participation | 10 min | C0-002 (pp. 109 to 113) |

5. **Time**

| | Session | or | Day |
|--------------------------------|---------|----|---------|
| a. Introduction/Conclusion: | 10 min | | 10 min |
| b. Participation in Warm-up: | 10 min | | 10 min |
| c. Participation in Activity: | 60 min | | 240 min |
| d. Participation in Cool-down: | 10 min | | 10 min |
| e. Total: | 90 min | | 270 min |

6. **Substantiation.** The participation method was chosen for this lesson as it allows the cadets to engage freely in the activity. The cadets should be encouraged to interact with all other group members. The instructor must foster an environment that involves the contributions of all cadets, regardless of their skill level. This methodology requires adequate supervision by senior cadets and adult staff.

7. **References**

- a. C0-001 (ISBN 0-88011-807-5) Hanlon, T. (1998). *The Sports Rules Book: Essential Rules for 54 Sports*. USA: Human Kinetics Publishers.
- b. C0-002 (ISBN 0-88962-630-8) LeBlanc, J., and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.

8. **Training Aids**

- a. Sports equipment;
- b. First aid kit;
- c. Pylons;
- d. Whistles;
- e. Stopwatch; and
- f. Gym mats.

9. **Learning Aids.** Sports equipment.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks**

- a. Organized intramural sports can be carried out as nine complementary periods during a supported day or over three sessions of three periods each.
- b. The CCO list of approved intramural sports can be found in A-CR-CCP-801/PF-001, Chapter 5, Annex A.
- c. First-year cadets' focus shall be on sport participation.
- d. The following Websites were consulted when developing this lesson:
 - (1) C0-001 (ISBN 0-88011-807-5), Human Kinetics with Thomas Hanlon. (1998). *The Sports Rules Book: Essential Rules for 54 Sports*. USA: Human Kinetics Publishers, Inc.
 - (2) C0-030 Ringette Canada. Retrieved 27 April 2006, from www.ringette.ca.
 - (3) C0-031 Ultimate. Retrieved 27 April 2006, from www.whatisultimate.com.
 - (4) C0-032 Stanford Intramurals, Department of Athletics, Physical Education and Recreation. Retrieved 30 April 2006, from www.stanford.edu/group/Intramurals/kickballrules.html.
 - (5) C0-033 NFLCANADA.COM. Retrieved 30 April 2006, from www.slam.canoe.ca/FlagFootball/Rules/home.html.
 - (6) C0-034 Ultimate Players Association. Retrieved 27 April 2006, from www.upa.org/ultimate.
 - (7) C0-035 World Adult Kickball Association (WAKA). Retrieved 1 May 2006, from www.kickball.com.
 - (8) C0-036 Women's Heart Foundation. Retrieved 25 April 2006, from www.womensheart.org/content/Exercise/stretching_exercise.asp.
 - (9) C0-037 Retrieved 25 April 2006, from www.walkablock.com/stretch2.gif.
 - (10) C0-038 Retrieved 25 April 2006, from www.shelterpub.com/_fitness/online_stretches.gif.
 - (11) C0-039 Retrieved 25 April 2006, from www.eeshop.unl.edu.
 - (12) C0-040 Retrieved 25 April 2006, from www.losethebackpain.com.
 - (13) C0-041 Retrieved 25 April 2006, from www.roadcycling.com/artman/upload/stretches.jpg.
 - (14) C0-042 Spine Universe. Retrieved 25 April 2006, from www.spineuniverse.com.

EO C105.03 – PARTICIPATE IN AN ORIENTEERING EVENT

1. **Performance.** Participate in an Orienteering Event.
2. **Conditions**
 - a. Given:
 - (1) orienteering/recreation maps;
 - (2) orienteering compasses;
 - (3) control markers with punches;
 - (4) score cards;
 - (5) description sheets;
 - (6) a prepared orienteering course;
 - (7) a stopwatch;
 - (8) whistles;
 - (9) supervision; and
 - (10) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting during the day (training area large enough to set a basic orienteering course), under favourable weather conditions.
3. **Standard.** In accordance with specified references, the cadet shall:
 - a. be introduced to the use of orienteering equipment;
 - b. be introduced to orienteering techniques;
 - c. be introduced to techniques of route evaluation;
 - d. be introduced to map-reading techniques;
 - e. participate in a warm-up;
 - f. participate in an orienteering event; and
 - g. participate in a cool-down.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|---|---------------------|--------|--|
| TP1 | Explain orienteering equipment, to include: | Interactive Lecture | 15 min | C0-007 (pp. 11, 12, 76, 162, 196, 197, and 204) |

| TP | Description | Method | Time | Ref |
|-----|---|-------------------------------|--------|---|
| | <p>a. orienteering maps and the marginal information found on them, to include:</p> <ol style="list-style-type: none"> (1) scale; (2) International Orienteering Federation (IOF) colours; (3) IOF symbols; (4) contour lines; and (5) contour intervals; <p>b. orienteering compasses, to include:</p> <ol style="list-style-type: none"> (1) magnetic needle; (2) compass housing; and (3) base plate; and <p>c. scoring equipment, to include:</p> <ol style="list-style-type: none"> (1) control markers; (2) punches; (3) description sheets; and (4) score cards. | | | C0-008 (pp. 20, 23 to 38, and 40) |
| TP2 | <p>Explain and demonstrate the following orienteering techniques:</p> <ol style="list-style-type: none"> a. folding and holding the map; b. orienting a map by inspection; c. thumbing position; d. determining distance; and e. checking off features. <p>Note: Allow cadets to practice the various techniques.</p> | Demonstration and Performance | 15 min | C0-008 (pp. 44 and 45) C0-023 (p. 17) |
| TP3 | <p>Explain the following techniques for route evaluation:</p> <ol style="list-style-type: none"> a. handrails; b. catching or collecting features; c. attack points; d. attacking from above; e. height assessment versus detouring around; and f. long easy route versus short tough route. | Interactive Lecture | 10 min | C0-023 (pp. 14 to 16) C0-011 (pp. 36 and 37) |
| TP4 | <p>Explain (and demonstrate where applicable) the following map reading techniques:</p> | Interactive Lecture | 10 min | C0-010 (pp. 1 to 9) C0-011 (pp. 7 and 8) |

| TP | Description | Method | Time | Ref |
|-----|--|---------------|---------|----------------------------|
| | <p>a. "CART" technique, in that CART is an acronym for:</p> <ul style="list-style-type: none"> (1) Control; (2) Attack point; (3) Route choice; and (4) Technique; <p>b. simplifying the map;</p> <p>c. rough map reading;</p> <p>d. precision map reading;</p> <p>e. pace counting; and</p> <p>f. distance estimation.</p> | | | |
| TP5 | <p>Conduct a warm-up session, composed of light cardiovascular activities, meant to:</p> <ul style="list-style-type: none"> a. stretch the muscles and ligaments; b. gradually increase respiratory action and heart rate; c. expand the muscles' capillaries to accommodate the increase in blood circulation; and d. raise muscle temperature to facilitate reactions in muscle tissue. | Participation | 10 min | C0-002 (pp. 109 to 113) |
| TP6 | <p>Supervise the cadet's participation in an orienteering event, where they will:</p> <ul style="list-style-type: none"> a. progress through three starting grid blocks where they will: <ul style="list-style-type: none"> (1) receive the map and start time; (2) copy the course points from the master map onto their own; and (3) orient the map to begin the course; b. run a course with a minimum of five points to be retrieved in the specified order; c. apply orienteering techniques and read the orienteering map; d. evaluate their route as they progress through the course; and e. finish the race by: <ul style="list-style-type: none"> (1) running through the finish area; (2) crossing the finish line; and (3) submitting the score cards for verification. | Participation | 200 min | |

| TP | Description | Method | Time | Ref |
|-----|---|--------|--------|----------------------------|
| TP7 | Conduct a cool-down, composed of light cardiovascular activities, meant to: <ol style="list-style-type: none"> prepare the respiratory and cardiovascular systems to return to their normal state; and stretch the muscles and ligaments. | | 10 min | C0-002 (pp. 109 to 113) |

5. Time

| | | |
|----|--------------------------------|---------|
| a. | Introduction/Conclusion: | 10 min |
| b. | Interactive Lecture: | 35 min |
| c. | Demonstration and Performance: | 15 min |
| d. | Participation: | 210 min |
| e. | Total: | 270 min |

6. Substantiation

- The interactive lecture method was chosen for TP1 and TP4 as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- The demonstration and performance methods were chosen for TP2 due to the practical nature of the subject matter. These methods provide the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance methods must always be used when the taxonomic level of the material requires a performance of a skill. These methods are highly developmentally appropriate for young cadets.
- The participation method was chosen for TP5 to TP7 as it allows the cadets to engage freely in the activity. The cadets should be encouraged to interact with all other group members. The instructor must foster an environment that involves the contributions of all cadets, regardless of their skill level. This methodology requires adequate supervision by senior cadets and adult staff.

7. References

- C0-002 (ISBN 0-88962-630-8) LeBlanc, J., and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- C0-007 (ISBN 0-02-029265-1) Kjellstrom, B. (1994). *Be Expert With Map & Compass: The Complete Orienteering Handbook*. New York: Hungry Minds, Inc.
- C0-008 A-CR-CCP-151/PT-001 Canadian Orienteering Federation. (1983). *Orienteering Level 1 Coaching Certification*. National Coaching Certification Program, Canadian Orienteering Federation.
- C0-009 International Orienteering Federation. (2006). <http://www.orienteering.org/footo/pictsymb.htm>.

- e. C0-010 Stott, W. (1987). *Armchair Orienteering II: A Practical Guide to Route Planning*. Winnipeg: Manitoba Orienteering Association.
- f. C0-011 Canadian Orienteering Federation. (1985). *Orienteering Level Two Coaching Certification*.
- g. 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.

8. **Training Aids**

- a. Orienteering/recreation maps;
- b. Orienteering compasses;
- c. Control markers with punches;
- d. Stopwatch;
- e. Score cards;
- f. Description sheets;
- g. Paper;
- h. Pencils;
- i. Radios;
- j. Gym mats;
- k. First aid kit;
- l. Rope; and
- m. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area.

9. **Learning Aids**

- a. Orienteering/recreation maps;
- b. Orienteering compasses;
- c. Control markers with punches;
- d. Score cards; and
- e. Description sheets.

10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm the cadets' knowledge of the material during the conduct of the orienteering event.

11. **Remarks**

- a. First-year cadets' focus shall be on participation and skill acquisition.
- b. If orienteering is carried out in the three training sessions, it will be comprised of two periods of training on the first night, followed by two training sessions for the conduct of orienteering events.
- c. If orienteering is carried out as a full-day activity, it will be comprised of nine periods.

- d. The following Websites were consulted when developing this lesson:
- (1) C0-036 Women's Heart Foundation. Retrieved 25 April 2006, from www.womensheart.org/content/Exercise/stretching_exercise.asp.
 - (2) C0-037 Retrieved 25 April 2006, from www.walkablock.com/stretch2.gif.
 - (3) C0-038 Retrieved 25 April 2006, from www.shelterpub.com/_fitness/online_stretches.gif.
 - (4) C0-039 Retrieved 25 April 2006, from www.eeshop.unl.edu.
 - (5) C0-040 Retrieved 25 April 2006, from www.losethebackpain.com.
 - (6) C0-041 Retrieved 25 April 2006, from www.roadcycling.com/artman/upload/stretches.jpg.
 - (7) C0-042 Spine Universe. Retrieved 25 April 2006, from www.spineuniverse.com.

SECTION 6
PO 106 – FIRE THE CADET AIR RIFLE

1. **Performance.** Fire the Cadet Air Rifle.
2. **Conditions**
 - a. Given:
 - (1) cadet air rifle;
 - (2) safety rod;
 - (3) approved air rifle pellets;
 - (4) target frame;
 - (5) target;
 - (6) supervision; and
 - (7) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Cadet Marksmanship Program Reference Manual, Chapter 1, sect 8.
3. **Standard.** In accordance with specified references the cadet will fire 25 pellets using the cadet air rifle by:
 - a. carrying out safety precautions;
 - b. performing a handling test;
 - c. applying basic marksmanship techniques; and
 - d. following the rules of and commands given on a range.
4. **Remarks.** Cadets will perform a handling test and demonstrate an understanding of the rules of, and commands given on, an air rifle range prior to firing pellets or cleaning pellets on a cadet air rifle range.
5. **Complementary Material**
 - a. Complementary material under PO 106 is designed to provide additional air rifle marksmanship experience through EO C106.01, Recreational Shooting Opportunities.
 - b. Complementary training under EO C106.01 is a total of three periods conducted during a session or on a supported day.
 - c. EO C106.01 may only be conducted following completion of all lessons associated with PO 106, Fire the Cadet Air Rifle.

EO M106.01 – IDENTIFY THE PARTS AND CHARACTERISTICS OF THE DAISY 853C AIR RIFLE

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

| TP | Description | Method | Time | Ref |
|-----|--|---------------------|--------|--------------------------|
| 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 | Interactive Lecture | 13 min | A0-027 (p. 2-5, Diagram) |

| TP | Description | Method | Time | Ref |
|-----|--|---------------------|--------|-----------------|
| | u. five-shot clip. Note: The instructor shall ensure that the cadet can identify the parts of the cadet air rifle by physically pointing to the proper part on the rifle or on an unlabeled diagram. | | | |
| 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 | 12 min | A0-027 (p. 2-5) |

5. **Time**

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

6. **Substantiation.** The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/kinaesthetic learners.

7. **References.** A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids**

- a. Daisy 853C air rifle; and
- b. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area.

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

10. **Test Details.** Assessment of this EO shall be carried out during the end of lesson check. While there is no formal assessment of this EO, every cadet is required to successfully complete the Cadet Air Rifle Handling Test provided at Chapter 3, Annex C.

11. **Remarks.** N/A.

EO M106.02 – CARRY OUT SAFETY PRECAUTIONS ON THE CADET AIR RIFLE

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) assistance as required; and
 - (5) supervision.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, sect 8.
3. **Standard.** In accordance with 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. observe 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/shoot (to avoid lead contamination).

4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|-------------------------------|--------|---|
| TP1 | Explain and demonstrate safe rifle status for the cadet air rifle, to include: a. removing a rifle from its case; | Demonstration and Performance | 10 min | A0-027 (pp. 1-3-1 and 1-3-2, para 3.1 to 3.1.4) |

| TP | Description | Method | Time | Ref |
|-----|---|-------------------------------|--------|-------------------------------|
| | <ul style="list-style-type: none"> 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 to 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. | | | |
| 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. ensuring the pump handle partially open; and d. placing safety rod in the barrel. <p>Note: Cadets will be required to perform this skill during their air rifle handling test.</p> | Demonstration and Performance | 10 min | A0-027 (p. 1-3-3, para 3.1.5) |
| 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; | Interactive Lecture | 5 min | A0-027 (pp. 1-3-3 and 1-3-4, |

| TP | Description | Method | Time | Ref |
|----|--|--------|------|-------------------------|
| | 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. | | | para 3.2, and para 3.4) |

5. Time

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

6. Substantiation

- The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.
- The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/kinaesthetic learners.

7. References. A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

8. Training Aids

- Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- Cadet air rifle;
- Safety glasses/goggles;
- Rifle case; and
- Safety rod.

9. Learning Aids

- Cadet air rifle;
- Safety glasses/goggles; and
- Safety rod.

10. **Test Details.** Assessment of this EO shall be carried out during the end of lesson check. While there is no formal assessment of this EO, every cadet is required to successfully complete the Cadet Air Rifle Handling Test provided at Chapter 3, Annex C.
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.

EO M106.03 – APPLY BASIC MARKSMANSHIP TECHNIQUES

1. **Performance.** Apply Basic Marksmanship Techniques.
2. **Conditions**
 - a. Given:
 - (1) cadet air rifle;
 - (2) single pellet adaptor
 - (3) assistance as required; and
 - (4) supervision.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, sect 8.
3. **Standard.** In accordance with 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 | Ref |
|-----|--|-------------------------------|-------|-----------------|
| TP1 | Explain, demonstrate, and have the cadets adopt the prone position, as follows: <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 | 4 min | A0-027 (p. 2-7) |

| TP | Description | Method | Time | Ref |
|-----|---|-------------------------------|--------|--------------------------|
| 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 shoulder; and h. the head rests comfortably on the stock and remains straight. <p>Note: When the face is placed on the butt, the cadets should be looking directly through the sights. If this is not the case, their position should be modified.</p> | Demonstration and Performance | 7 min | A0-027 (pp. 2-7 and 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 | 4 min | A0-027 (p. 2-11) |
| TP4 | <p>Explain, demonstrate, and have the cadets load, unload, and prepare for inspection the cadet air rifle, as follows:</p> | Demonstration and Performance | 14 min | A0-027 (p. 2-16) |

| TP | Description | Method | Time | Ref |
|-----|---|-------------------------------|--------|------------------|
| | <p>a. loading the cadet air rifle, to include:</p> <ol style="list-style-type: none"> (1) picking up the rifle with the left hand; (2) ensuring safety catch is in the ON position; (3) pumping the air rifle, pausing for three seconds; (4) bringing pump handle back to closed position; (5) loading a pellet; and (6) closing the bolt; <p>b. unloading the cadet air rifle, to include:</p> <ol style="list-style-type: none"> (1) opening the bolt (do not insert a pellet); (2) pumping the air rifle, pausing for three seconds; (3) closing the bolt (do not insert a pellet); (4) placing the safety catch in the OFF position; (5) aiming the rifle at the target; (6) squeezing the trigger; (7) placing the safety catch in the ON position; and <p>c. preparing for inspection, to include:</p> <ol style="list-style-type: none"> (1) opening the bolt; (2) opening the pump handle slightly; (3) placing the rifle on the shoulder, muzzle pointed down range; (4) waiting to be cleared by the RSO; and (5) laying the rifle down. <p>Note: Cadets will be required to perform these skills during their air rifle handling test. The pellet guide shall be used for training, although cadets may be introduced to the five-round clip prior to actual firing.</p> | | | |
| TP5 | <p>Explain, demonstrate, and have the cadets practice the sequence for firing the cadet air rifle, to include:</p> <ol style="list-style-type: none"> a. when the RSO gives the command, placing safety catch in the OFF position; b. aiming the air rifle at the target; | Demonstration and Performance | 22 min | A0-027 (p. 2-16) |

| TP | Description | Method | Time | Ref |
|----|---|--------|------|-----|
| | c. squeezing the trigger; d. opening the bolt, pumping the rifle, reloading, aiming and firing; e. repeating last step until firing is complete; f. upon completion, placing the safety catch in the ON position and partially opening the pump handle; and g. laying the air rifle down. Note: Cadets will be required to perform this skill during their air rifle handling test. | | | |

5. **Time**

- | | |
|-----------------------------------|--------|
| a. Introduction/Conclusion: | 9 min |
| b. Demonstration and Performance: | 51 min |
| c. Total: | 60 min |

6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

7. **References.** A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids**

- Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area; and
- Cadet air rifle.

9. **Learning Aids.** Cadet air rifle.

10. **Test Details.** Assessment of this EO shall be carried out during the end of lesson check. While there is no formal assessment of this EO, every cadet is required to successfully complete the Cadet Air Rifle Handling Test provided at Chapter 3, Annex C.

11. **Remarks.** N/A.

EO M106.04 – FOLLOW RULES AND COMMANDS ON AN AIR RIFLE RANGE

1. **Performance.** Follow Rules and Commands on an Air Rifle Range.
2. **Conditions**
 - a. Given:
 - (1) air rifle;
 - (2) Range Standing Orders;
 - (3) assistance as required; and
 - (4) supervision.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, sect 8.
3. **Standard.** In accordance with 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 | Ref |
|-----|--|---------------------|--------|-----------------------------|
| 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. <p>Note: The instructor will read pertinent sections of local Range Standing Orders during this period.</p> | Interactive Lecture | 10 min | Local Range Standing Orders |

| TP | Description | Method | Time | Ref |
|-----|--|-------------------------------|--------|-------------------|
| TP2 | <p>Explain, demonstrate, and have the cadets respond to the following range commands:</p> <ul 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: <ul style="list-style-type: none"> (1) Group (relay); (2) Range; (3) Indication; and (4) Type of fire; e. Load, commence firing; f. Cease fire; g. Resume fire; h. Unload; i. Stand up; j. Change targets; and k. Change relay. <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. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/kinaesthetic learners.
- b. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

7. **References.** A0-027 A-CR-CCP-177/PT-001 D Cdts 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) appropriate for classroom/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 shall be carried out during the end of lesson check. While there is no formal assessment of this EO, every cadet is required to successfully complete the Cadet Air Rifle Handling Test provided at Chapter 3, Annex C.

11. **Remarks.** N/A.

EO M106.05 – CLEAN AND STORE THE CADET AIR RIFLE

1. **Performance.** Clean and Store the Cadet Air Rifle.
2. **Conditions**
 - a. Given:
 - (1) cadet air rifle;
 - (2) cadet air rifle case;
 - (3) appropriate air rifle cleaning kit;
 - (4) air rifle safety rod;
 - (5) supervision; and
 - (6) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, sect 8.
3. **Standard.** In accordance with 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 | Ref |
|-----|---|-------------------------------|--------|--------------------------------|
| TP1 | <p>Explain and demonstrate the procedure for cleaning the cadet air rifle, to include:</p> <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. <p>Note: Cadets should be given an opportunity to conduct a before or after firing cleaning during the familiarization shoot.</p> | Demonstration and Performance | 15 min | A0-027 (pp. 1-10-1 and 1-10-2) |
| TP2 | <p>Explain and demonstrate the sequence for storing the air rifle, to include:</p> <ol style="list-style-type: none"> a. cocking the action (bolt forward); b. sliding the safety rod into the barrel; | Demonstration and Performance | 10 min | A0-027 (p. 1-3-2, para 3.1.4) |

| TP | Description | Method | Time | Ref |
|----|---|--------|------|-----|
| | c. placing the rifle in the case in the direction of the arrow on the case; 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: | 25 min |
| c. Total: | 30 min |

6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

7. **References.** A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids**

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

9. **Learning Aids**

- Cadet air rifle case;
- Cadet air rifle; and
- Cadet air rifle safety rod.

10. **Test Details.** Assessment of this EO shall be carried out during the end of lesson check. While there is no formal assessment of this EO, every cadet is required to successfully complete the Cadet Air Rifle Handling Test provided at Chapter 3, Annex C.

11. **Remarks.** N/A.

EO M106.CA – PARTICIPATE IN A FAMILIARIZATION SHOOT USING THE CADET AIR RIFLE

1. **Performance.** Participate in a Familiarization Shoot Using the Cadet Air Rifle.
2. **Conditions**
 - a. Given:
 - (1) cadet air rifles;
 - (2) cadet safety rods;
 - (3) safety glasses/goggles;
 - (4) pellets;
 - (5) target frame;
 - (6) suitable targets;
 - (7) range assistants;
 - (8) a qualified Range Safety Officer (RSO);
 - (9) assistance as required; and
 - (10) supervision.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, sect 8.
3. **Standard.** In accordance with the specified references, the cadet shall participate in a familiarization shoot.
4. **Teaching Points.** The familiarization shooting activity should be structured as follows:
 - a. The cadets are to receive a range briefing prior to the start of the activity, to include:
 - (1) the reading of pertinent sections of range standing orders;
 - (2) a review of rules and commands used on an air rifle range (EO M106.04);
 - (3) a review of the layout of the range; and
 - (4) a reminder for cadets to practice proper hygiene by washing their hands after firing;
 - b. Cadets will be tested by range staff using the format in Chapter 3;
 - c. Cadets will participate in a familiarization shoot, under the supervision of a qualified RSO; and
 - d. The instructor shall review the Recreational Shooting Program with the cadets and help them identify any targets that may contribute towards a recognition under the Recreational Shooting Program.
5. **Time**
 - a. Activity: 90 min
 - b. Total: 90 min

6. **Substantiation.** This activity was chosen to provide practical training on procedures that may be unfamiliar to some cadets. The performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method appeals to all learning styles.
7. **References**
 - a. A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.
 - b. A0-028 D Cdts. (2005). CATO 14-41, *Annex E Appendix 1 Marksmanship, Rifles, and Ammunitions*. In *Cadet Administrative and Training Orders* (Vol. 1, 8 pages). Ottawa, ON.
8. **Training Aids.** N/A.
9. **Learning Aids**
 - a. Cadet air rifle;
 - b. Safety glasses/goggles;
 - c. Safety rod;
 - d. Pellets;
 - e. Target frame; and
 - f. Suitable targets.
10. **Test Details.** Assessment of this EO shall be carried out during the end of lesson check. While there is no formal assessment of this EO, every cadet is required to successfully complete the Cadet Air Rifle Handling Test provided at Chapter 3, Annex C.
11. **Remarks**
 - a. The RSO shall ensure that all rules and procedures are strictly adhered to.
 - b. Cadets shall successfully complete the Cadet Air Rifle Handling Test prior to firing pellets or cleaning pellets on a cadet air rifle range.

EO C106.01 – PARTICIPATE IN A RECREATIONAL SHOOT USING THE CADET AIR RIFLE

1. **Performance.** Participate in a Recreational Shoot Using the Cadet Air Rifle.
2. **Conditions**
 - a. Given:
 - (1) cadet air rifles;
 - (2) cadet safety rods;
 - (3) safety glasses/goggles;
 - (4) pellets;
 - (5) target frame;
 - (6) suitable targets;
 - (7) range assistants;
 - (8) a qualified Range Safety Officer (RSO);
 - (9) assistance as required; and
 - (10) supervision.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, sect 8.
3. **Standard.** In accordance with the specified references, the cadet shall participate in a recreational shoot.
4. **Teaching Points.** The recreational shooting activity should be structured as follows:
 - a. The cadets are to receive a range briefing prior to the start of the activity, to include:
 - (1) the reading of pertinent sections of range standing orders;
 - (2) a review of rules and commands used on an air rifle range (EO M106.04);
 - (3) a review of the layout of the range; and
 - (4) a reminder for cadets to practice proper hygiene by washing their hands after firing;
 - b. Cadets who have not completed a handling test, during the current training year, will be tested by range staff using the format in Chapter 3;
 - c. Cadets will participate in a recreational shoot, under the supervision of a qualified RSO; and
 - d. The cadets are to be allowed to review their targets and, assisted by senior cadets, select targets that may be eligible for recognition under the Recreational Shooting Program.
5. **Time**
 - a. Activity: 90 min
 - b. Total: 90 min

6. **Substantiation.** This activity was chosen to provide additional practical training on procedures that may be unfamiliar to some cadets. It also provides an opportunity for cadets to practice under supervision the skills learned in mandatory lessons.

7. **References**

- a. A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.
- b. A0-028 D Cdts. (2005). CATO 14-41, *Annex E Appendix 1 Marksmanship, Rifles, and Ammunitions*. In *Cadet Administrative and Training Orders* (Vol. 1, 8 pages). Ottawa, ON.

8. **Training Aids.** N/A.

9. **Learning Aids**

- a. Cadet air rifle;
- b. Safety glasses/goggles;
- c. Safety rod;
- d. Pellets;
- e. Target frame; and
- f. Suitable targets.

10. **Test Details.** Assessment of this EO shall be carried out during the end of lesson check. While there is no formal assessment of this EO, every cadet is required to successfully complete the Cadet Air Rifle Handling Test provided at Chapter 3, Annex C.

11. **Remarks**

- a. The RSO shall ensure that all rules and procedures are strictly adhered to.
- b. Cadets shall successfully complete the Cadet Air Rifle Handling Test prior to firing pellets or cleaning pellets on a cadet air rifle range.

SECTION 7
PO 107 – SERVE IN AN AIR CADET SQUADRON

1. **Performance.** Serve in an Air Cadet Squadron.
2. **Conditions**
 - a. Given:
 - (1) uniform parts;
 - (2) supervision; and
 - (3) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Any conditions.
3. **Standard.** In accordance with specified references, the cadet will:
 - a. identify training opportunities available in year one;
 - b. address cadets and officers by their rank;
 - c. address cadet NCOs, subordinate officers and commissioned officers with the proper respects;
 - d. recite the aims and motto of the Air Cadet Program;
 - e. wear the Air Cadet uniform; and
 - f. identify year one summer training opportunities.
4. **Remarks.** N/A.
5. **Complementary Material**
 - a. Complementary material under PO 107 is designed to enhance the cadets' knowledge about serving in an Air Cadet squadron:
 - (1) EO C107.01 allows the cadets to maintain the Air Cadet uniform;
 - (2) EO C107.02 allows the cadets to address Air NCMs of the Canadian Forces by their ranks;
 - (3) EO C107.03 allows the cadets to become familiar with the squadron; and
 - (4) EO C107.04 allows the cadets to become familiar with the squadron history; and
 - b. Complementary training under PO 107 is limited to a total of six periods conducted during sessions or on a supported day. Squadrons are not required to use all six periods.

EO M107.01 – DISCUSS YEAR ONE TRAINING

1. **Performance.** Discuss Year One Training.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references the cadet shall discuss aspects of year-one training, to include:
 - a. performance objectives and supported days; and
 - b. squadron optional training.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----------|--|---------------------|-------------|------------------------|
| TP1 | Conduct an activity that will introduce the performance objectives of Level One training, by: <ol style="list-style-type: none"> a. creating index cards with the PO topics and index cards with the PO descriptions; b. asking the cadets what they think they will learn in cadets in order to introduce the activity; c. having each cadet take a card and individually read it out; d. having the cadets look at their cards and determine if what is written on their card matches what is on the card that was just read out; e. confirming if the match is correct or incorrect; and f. having the cadets put the cards up on the wall/board/flipchart if the match is correct. | Activity | 15 min | A3-002 (pp. 1 to 4) |
| TP2 | Discuss available optional training that is conducted at the squadron. Some examples of optional training include: <ol style="list-style-type: none"> a. band; b. drill team; c. marksmanship; d. biathlon; | Interactive Lecture | 10 min | |

| TP | Description | Method | Time | Ref |
|----|---|--------|------|-----|
| | e. ground school; f. trips; or g. other interest clubs. | | | |

5. **Time**

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

6. **Substantiation**

- The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.
- The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

7. **References.** A3-002 CATO 54-10 Cadets Canada. (1995). CATO 54-10, *Local Headquarters Training: Air Cadets*. In *Cadet Administrative and Training Orders* (Vol. 5, 4 pages). Ottawa, ON.

8. **Training Aids**

- Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/training area;
- Set of index cards detailing PO topics and descriptions; and
- Tape.

9. **Learning Aids**

- Set of index cards detailing PO topics and descriptions; and
- Tape.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** N/A.

EO M107.02 – IDENTIFY AIR CADET RANKS AND AIR OFFICER RANKS

1. **Performance.** Identify Air Cadet Ranks and Air Officer Ranks.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with the specified references, the cadets shall identify:
 - a. Air Cadet ranks; and
 - b. air officer ranks.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|---|---------------------|-------|------------------------|
| TP1 | Identify Air Cadet ranks, to include: <ol style="list-style-type: none"> a. Leading Air Cadet (LAC); b. Corporal (Cpl); c. Sergeant (Sgt); d. Flight Sergeant (FSgt); e. Warrant Officer Second Class (WO2); and f. Warrant Officer First Class (WO1). | Interactive Lecture | 6 min | A3-004 (pp. 1 to 9) |
| TP2 | Conduct an Air Cadet ranks activity, by: <ol style="list-style-type: none"> a. taping rank pictures on the back of each cadet; b. having the cadets ask “yes or no” questions in order to determine what rank is on their back; c. after the cadets determine their rank, having the cadets that believe they have the same rank taped to their back form groups; and d. having the groups present their ranks. | Activity | 6 min | A3-005 |
| TP3 | Identify air officer ranks, to include: <ol style="list-style-type: none"> a. the subordinate officer, being an officer cadet (OCdt); | Interactive Lecture | 7 min | A3-005 |

| TP | Description | Method | Time | Ref |
|-----|---|----------|-------|-----|
| | b. junior officers, to include: (1) Second Lieutenant (2Lt); (2) Lieutenant (Lt); and (3) Captain (Capt); c. senior officers, to include: (1) Major (Maj); (2) Lieutenant Colonel (LCol); and (3) Colonel (Col); and d. general officers, to include: (1) Brigadier General (BGen); (2) Major General (MGen); (3) Lieutenant General (LGen); and (4) General (Gen). | | | |
| TP4 | Conduct an air officer ranks activity, by: a. creating index cards with the rank pictures; b. distributing one card to each cadet; c. having the cadets introduce their rank to another cadet; d. having the cadets trade cards after completing the introductions; e. having cadets repeat the introduction and trading process until each cadet has traded three times; and f. after all cadets have traded three times, having the cadet's line up in order of the rank they currently have on the index card. | Activity | 6 min | |

5. Time

| | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min |
| b. | Interactive Lecture: | 13 min |
| c. | Activity: | 12 min |
| d. | Total: | 30 min |

6. Substantiation

- a. The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- b. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

7. **References**

- a. A3-004 CATO 51-02 Cadets Canada. (2002). CATO 51-02, *Air Cadet Promotions*. In Cadet Administrative and Training Orders (Vol. 5, 9 pages). Ottawa, ON.
- b. 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 (Chapter 3, sect 1). Ottawa, ON.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/training area;
- b. Air Cadet rank badges and/or rank slip-ons (if available); and
- c. Air officer rank slip-ons (if available).

9. **Learning Aids**

- a. Copies of each cadet rank found in A-CR-CCP-801/PF-001, Chapter 7, Annex A; and
- b. Copies of each officer rank found in A-CR-CCP-801/PF-001, Chapter 7, Annex B.

10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm the cadets' comprehension of the material during parade nights and other activities at the squadron.

11. **Remarks.** N/A.

EO M107.03 – OBSERVE RULES AND PROCEDURES FOR THE PAYING OF COMPLIMENTS

1. **Performance.** Observe Rules and Procedures for the Paying of Compliments.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall observe rules and procedures for the paying of compliments, to include:
 - a. addressing cadet NCOs/WOs and subordinate officers;
 - b. addressing commissioned officers;
 - c. entering and leaving an office; and
 - d. other occasions during which to pay compliments.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|-------------------------------|-----------------|------------------------------|
| TP1 | <p>Explain the following procedures for addressing a cadet NCO or subordinate officer:</p> <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 throughout the conversation; and d. remaining at the position of attention for the duration of the conversation. | Interactive Lecture/ Activity | 4 min/ 3 min | A0-002 (pp. 1-2-2 and 1-2-3) |
| TP2 | <p>Explain the following procedures for addressing a commissioned officer:</p> <ol style="list-style-type: none"> a. standing at the position of attention after approaching the officer; b. saluting in accordance with the Canadian Forces Manual of Drill and Ceremonial; c. addressing the officer by rank and surname throughout the conversation; | Interactive Lecture/ Activity | 2 min/ 3 min | A0-002 (pp. 1-2-2 and 1-2-3) |

| TP | Description | Method | Time | Ref |
|-----|--|-------------------------------|-----------------|------------------------------|
| | <p>d. remaining at the position of attention for the duration of the conversation unless otherwise directed by the commissioned officer; and</p> <p>e. saluting when the conversation is complete.</p> | | | |
| TP3 | <p>Explain the following regulations for paying compliments inside a building:</p> <p>a. Cadets shall salute indoors only if the following conditions apply:</p> <ol style="list-style-type: none"> (1) on parade; (2) ceremonial occasion; or (3) when entering and leaving offices; <p>b. When entering an office the cadet shall:</p> <ol 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; <p>c. When leaving an office the cadet shall:</p> <ol 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; <p>d. Cadets will turn their head and offer a polite greeting when meeting an officer in a common area; and</p> <p>e. With the exception of armouries and cadet buildings, it is not customary to wear headdress inside a building.</p> | Interactive Lecture/ Activity | 4 min/ 5 min | A0-002 (pp. 1-2-3 and 1-2-4) |
| TP4 | <p>Explain other occasions to pay compliments, to include when:</p> <p>a. the national flag is being lowered and raised;</p> <p>b. the ensign is being lowered and raised;</p> <p>c. the Canadian or another foreign national anthem is played;</p> | Interactive Lecture | 4 min | A0-002 (pp. 1-2-3 and 1-2-4) |

| TP | Description | Method | Time | Ref |
|----|---|--------|------|-----|
| | d. 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 e. recognizing a commissioned officer who is not in uniform. | | | |

5. **Time**

| | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min |
| b. | Interactive Lecture: | 14 min |
| c. | Activity: | 11 min |
| d. | Total: | 30 min |

6. **Substantiation**

- a. The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- b. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

7. **References.** A0-002 A-PD-201-000/PT-000 National Defence. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: National Defence.

8. **Training Aids.** Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area.

9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm the cadets' comprehension of the material during parade nights and other activities at the squadron.

11. **Remarks.** N/A.

EO M107.04 – STATE THE AIMS AND MOTTO OF THE AIR CADET PROGRAM

1. **Performance.** State the Aims and Motto of the Air Cadet Program.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall:
 - a. become familiar with the mission and vision of the Cadet Program;
 - b. state the aims of the Air Cadet Program; and
 - c. state the motto of the Air Cadet Program.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----------|---|---------------------|-------------|-------------------------|
| TP1 | Conduct a brainstorming activity on the mission of the Cadet Program, by: <ol style="list-style-type: none"> a. separating the class into two groups; b. giving each group flipchart paper and markers; c. having the cadets brainstorm what the mission of the Cadet Program is and write it on the flipchart paper; and d. having the groups present their ideas. | Activity | 5 min | A0-010 |
| TP2 | Conduct a brainstorming activity on the vision of the Cadet Program, by: <ol style="list-style-type: none"> a. separating the class into two groups; b. giving each group flipchart paper and markers; c. having the cadets brainstorm what the vision of the Cadet Program is and write it on the flipchart paper; and d. having the groups present their ideas. | Activity | 5 min | A0-010 |
| TP3 | Describe the three aims of the Air Cadet Program, to include: <ol style="list-style-type: none"> a. developing in youth the attributes of good citizenship and leadership; b. promoting physical fitness; and | Interactive Lecture | 7 min | A0-003 (p. 1) A0-010 |

| TP | Description | Method | Time | Ref |
|-----|--|---------------------|-------|-----|
| | c. stimulating the interest of youth in the sea, land and air activities of the Canadian Forces. | | | |
| TP4 | State the motto of the Air Cadet Program, which is "to learn, to serve, to advance". | Interactive Lecture | 3 min | |

5. **Time**

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

6. **Substantiation**

- The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.
- The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

7. **References**

- A0-003 Cadets Canada. (1999). CATO 11-03, *Aim of the Canadian Cadet Organizations*. In *Cadet Administrative and Training Orders* (Vol. 1). Ottawa, ON.
- A0-010 Cadets Canada. (2006). CATO 11-03, *Cadet Program Mandate*. In *Cadet Administrative and Training Orders* (Vol. 1). Ottawa, ON.

8. **Training Aids**

- Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/training area;
- Puzzles found in A-CR-CCP-801/PF-001, Chapter 7, Annex C; and
- Envelopes.

9. **Learning Aids**

- Flipchart/whiteboard and markers;
- Puzzles found in A-CR-CCP-801/PF-001, Chapter 7, Annex C; and
- Envelopes.

10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm the cadets' comprehension of the material during the end of lesson check.

11. **Remarks.** N/A.

EO M107.05 – WEAR THE AIR CADET UNIFORM

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) name tag;
 - (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: N/A.
 - c. Environmental:
 - (1) in-house training: suitable classroom facilities to accommodate the entire group; and
 - (2) practical application: any conditions.
3. **Standard.** In accordance with 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 in accordance with 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 shined and tied correctly; and
 - (2) ensuring correct socks are worn in accordance with the reference;
- e. Ensuring squadron shoulder badges and LAC rank badges are worn in accordance with the reference;
- f. Ensuring hair is neatly groomed and styled in accordance with 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 in accordance with the reference.

4. Teaching Points

| TP | Description | Method | Time | Ref |
|-----|---|---------------------|-------|-----------------------------|
| 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; g. rank slip-ons; | Interactive Lecture | 7 min | A3-006 (pp. 5 and 10 to 13) |

| TP | Description | Method | Time | Ref |
|-----|--|---------------------|-------|------------------------|
| | <ul style="list-style-type: none"> h. grey sports T-shirt; i. black wool gloves; and j. name tag. | | | |
| 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 | 6 min | A3-006 (pp. 12 and 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; c. running shoes shall be worn as directed by the squadron or CSTC CO; and | Interactive Lecture | 7 min | A3-006 (p. 13) |

| TP | Description | Method | Time | Ref |
|-----|---|---------------------|-------|---|
| | d. grey wool socks shall be worn with boots and athletic socks shall be worn with running shoes. | | | |
| TP5 | Explain the placement of Air Cadet badges that are applicable to the year one cadet, to include: a. squadron shoulder badges; and b. LAC rank badges. | Interactive Lecture | 7 min | A3-006 (pp. D2-1/1, D3-2/2, D4-4/4, 9/26) |
| TP6 | Explain the following related to personal appearance while in uniform: a. general appearance; b. hairstyle, to include: (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: (1) civilian pattern backpack; and (2) purse; g. eyeglasses/sunglasses; h. carrying of articles; i. civilian clothing; and j. general deportment. | Interactive Lecture | 8 min | A3-006 (pp. 7 and 13 to 17) A0-001 |

5. Time

| | |
|-----------------------------|--------|
| a. Introduction/Conclusion: | 20 min |
| b. Interactive Lecture: | 40 min |
| c. Total: | 60 min |

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

7. References

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

- b. A3-006 Cadets Canada. (2005). CATO 55-04, *Royal Canadian Air Cadet Dress Instructions*. In *Cadet Administrative and Training Orders (Vol. 5)*. Ottawa. ON.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/training area;
- b. Cadets' uniform parts detailed at paragraph 2.a.;
- c. Cadet rank slip-ons (one set);
- d. Officer rank slip-ons (one set);
- e. Squadron shoulder badges;
- f. LAC badges;
- g. Polish; and
- h. Kiwi cloth.

9. **Learning Aids.** Cadet uniform.

10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm the cadets' comprehension of the material during the end of lesson check, parade night routines and uniform inspections at the squadron.

11. **Remarks.** This lesson should be delivered at the beginning of the training year before the cadets are expected to wear their uniforms.

EO M107.06 – DISCUSS SUMMER TRAINING OPPORTUNITIES

1. **Performance.** Discuss Summer Training Opportunities.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadets discuss summer training opportunities, to include:
 - a. the Basic Course; and
 - b. the summer training program areas.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----------|--|------------------------|-------------|---|
| TP1 | Discuss the Basic Course, 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) Albert Head; (2) Bagotville; (3) Greenwood; (4) Penhold; (5) Trenton; and (6) Whitehorse; c. training, to include: <ol style="list-style-type: none"> (1) performing drill; (2) acting in an appropriate manner; (3) participating in citizenship training; (4) participating in a field training exercise; (5) participating in range training; (6) experiencing the air element of the Canadian Cadet Movement; (7) participating in recreational sports activities; (8) pursuing a safe and healthy lifestyle; and (9) participating in a tour or visit. | Interactive Lecture | 15 min | A3-003; A-CR-050-111/PC-001 (pp. A-1/1 and B-1/1) |

| TP | Description | Method | Time | Ref |
|-----|--|---------------------|--------|-----|
| TP2 | <p>Introduce the Summer Training Program areas, to include:</p> <ul style="list-style-type: none"> a. aviation, which includes: <ul style="list-style-type: none"> (1) Introduction to Aviation Course; (2) Advanced Aviation Course; (3) Glider Pilot Scholarship; and (4) Power Pilot Scholarship; b. leadership, which includes: <ul style="list-style-type: none"> (1) Introduction to Leadership Course; and (2) Senior Leaders Course; c. survival, which includes: <ul style="list-style-type: none"> (1) Introduction to Survival Training Course; and (2) Survival Instructor Course; d. aerospace, which includes: <ul style="list-style-type: none"> (1) Introduction to Aerospace Course; and (2) Advanced Aerospace Course; e. technical, which includes: <ul style="list-style-type: none"> (1) Introduction to Aviation Technology Course; (2) Advanced Aviation Technology Course – Airport Operations; and (3) Advanced Aviation Technology Course – Aircraft Maintenance; f. sports, which includes: <ul style="list-style-type: none"> (1) Introduction to Fitness and Sports Course; and (2) Fitness and Sports Instructor Course; g. music, which includes: <ul style="list-style-type: none"> (1) Basic Music Course; (2) Junior Music Courses; and (3) Intermediate Music Courses; h. trips and exchanges, which includes: <ul style="list-style-type: none"> (1) Oshkosh Trip; and (2) International Air Cadet Exchange. | Interactive Lecture | 10 min | TBD |

5. **Time**

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

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

7. **References.** TBD.

8. **Training Aids.** N/A.

9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** N/A.

EO C107.01 – MAINTAIN THE AIR CADET UNIFORM

1. **Performance.** Maintain the Air Cadet Uniform.

2. **Conditions**

a. Given:

- (1) access to references;
- (2) cadet uniform (boots, trousers, short sleeve shirt, jacket and wedge);
- (3) scissors;
- (4) ironing board/table;
- (5) iron;
- (6) black boot polish;
- (7) polish cloth;
- (8) old toothbrush;
- (9) hair elastics
- (10) bobby pins;
- (11) hair nets;
- (12) hair spray;
- (13) supervision; and
- (14) assistance as required.

b. Denied: N/A.

c. Environmental: Suitable classroom facilities/training area to practice maintaining the uniform and accommodate the entire group.

3. **Standard.** In accordance with CATO 55-04, *Air Cadet Dress Instructions*, the cadet shall maintain the Air Cadet uniform, to include:

- a. ensuring uniform is clean;
- b. ensuring footwear is clean and shined; and
- c. ensuring uniform is pressed according to elemental requirements.

4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|---------------------|-------|-----|
| TP1 | Explain the pressing cloth, to include: <ul 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 | 2 min | |

| TP | Description | Method | Time | Ref |
|-----|--|---------------|-------|-----------------------------|
| TP2 | Demonstrate the correct method of care for the trousers, to include: <ol 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 | 4 min | A3-006 (pp. 12 and 13) |
| TP3 | Demonstrate the correct method of care for the short sleeve shirt, to include: <ol 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 | 4 min | A3-006 (pp. 5 and 10 to 13) |
| TP4 | Demonstrate the correct method for care of the jacket, to include: <ol 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 | 4 min | A3-006 (pp. 5 and 10 to 13) |
| TP5 | Demonstrate general guidelines for the care for the boots, to include: <ol style="list-style-type: none"> a. polishing the boots, to include: <ol 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 | Ref |
|-----|--|---------------|--------|--|
| | 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 | 4 min | A3-006 (pp. 7 and 13 to 17) A0-001 |
| TP7 | Supervise and advise cadets as they practice maintaining the uniform, to include: <ol style="list-style-type: none"> a. trousers; b. short sleeved shirt; c. jacket; and d. boots. | Activity | 30 min | |

| TP | Description | Method | Time | Ref |
|----|--|--------|------|-----|
| | Cadets will demonstrate, and practice when possible, correct wear of the hair. | | | |

5. Time

| | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 7 min |
| b. | Interactive Lecture: | 2 min |
| c. | Demonstration: | 21 min |
| d. | Activity: | 30 min |
| e. | Total: | 60 min |

6. Substantiation

- a. The interactive lecture method was chosen for TP1 as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- b. The demonstration method was also chosen due to the practical nature of caring for a uniform. This method provides the instructor the opportunity to introduce the subject matter and demonstrate procedures. The demonstration method must always be used when the taxonomic level of the material requires a performance of a skill. This method is highly developmentally appropriate for young cadets.
- c. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

7. References

- a. A0-001 A-AD-265-000/AG-001 DHH 3-2. (2001). *Canadian Forces Dress Instructions*. Ottawa, ON.
- b. A3-006 Cadets Canada. (2005). CATO 55-04, *Royal Canadian Air Cadet Dress Instructions*. In *Cadet Administrative and Training Orders (Vol. 5)*. Ottawa. ON.

8. Training Aids

- a. Iron;
- b. Ironing board;
- c. Pressing cloth;
- d. Black boot polish;
- e. Polishing cloth;
- f. Trousers;
- g. Short sleeved shirt;
- h. Jacket;
- i. Examples of appropriate hair accessories;
- j. Pictures of braids;

- k. Pictures of appropriate female hairstyles; and
- l. Pictures of male hairstyles.

9. **Learning Aids**

- a. Iron;
- b. Ironing board;
- c. Pressing cloth;
- d. Black boot polish;
- e. Kiwi cloth;
- f. Trousers;
- g. Short sleeved shirt; and
- h. Jacket.

10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm cadets' comprehension of the material during TP7, parade night routines, and uniform inspections at the squadron.

11. **Remarks**

- a. Cadets should have their uniforms issued to them prior to this lesson.
- b. This EO shall be instructed after EO M107.05, Wear the Air Cadet Uniform, has been taught.

EO C107.02 – IDENTIFY THE AIR FORCE NCM RANK STRUCTURE

1. **Performance.** Identify the Air Force NCM Rank Structure.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references the cadet shall identify the Air Force NCM rank structure.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----------|---|---------------------|-------------|------------------|
| TP1 | Describe the Air Force 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 NCM rank structure identification activity, by: <ol style="list-style-type: none"> a. taping a paper copy of each rank to the back of each cadet; b. having the cadets ask each other questions about the rank that is attached to their back; c. ensuring the cadets ask only “yes or no” questions; d. having the cadets form groups with other cadets they think have the same rank taped to their back; and e. having the groups present what rank they think they are. | Activity | 12 min | |

5. **Time**

- | | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 8 min |
| b. | Interactive Lecture: | 10 min |
| c. | Activity: | 12 min |
| d. | Total: | 30 min |

6. **Substantiation**

- a. The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- b. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

7. **References**

- a. 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 (Chapter 3, sect 1), Ottawa, ON.
- b. A3-008 Department of National Defence. Retrieved 6 April 2006, from www.forces.gc.ca/site/Community/insignia/aira_e.asp#commisione.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/training area;
- b. NCM rank slip-ons (if available); and
- c. Paper copies of the NCM ranks found in A-CR-CCP-801/PF-001, Chapter 7, Annex E.

9. **Learning Aids.** Paper copies of the NCM ranks found in A-CR-CCP-801/PF-001, Chapter 7, Annex E.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** N/A.

EO C107.03 – TOUR THE SQUADRON

1. **Performance.** Tour the Squadron.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Determination of conditions is at the discretion of the squadron Commanding Officer.
3. **Standard.** The cadet shall tour the squadron in order to:
 - a. identify key areas of the squadron;
 - b. identify the squadron staff; and
 - c. apply squadron rules and procedures.
4. **Teaching Points.** Cadets are to participate in a small group activity with group discussion by taking a tour of the squadron facilities and meeting the squadron staff. The tour should include a visit to and a discussion of the following, as appropriate:
 - 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. Tour: 20 min
 - c. Group Discussion: 5 min
 - d. Total: 30 min

6. **Substantiation.** The group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.
7. **References.** N/A.
8. **Training Aids.** N/A.
9. **Learning Aids**
 - a. Squadron maps if available (see example map in A-CR-CCP-801/PF-001, Chapter 7, Annex F);
 - b. Squadron passports found in A-CR-CCP-801/PF-001, Chapter 7, Annex G; and
 - c. Stickers.
10. **Test Details.** There is no formal assessment of this EO.
11. **Remarks.** N/A.

EO C107.04 – PARTICIPATE IN AN ACTIVITY ABOUT THE HISTORY OF THE SQUADRON

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: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group and conduct of the activity.
3. **Standard.** The cadet shall participate in an activity about the history of the squadron with respect to the following areas:
 - a. formation of the squadron;
 - b. significant squadron developments; and
 - c. awards and accomplishments of the squadron.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|----------|--------|-----|
| TP1 | Conduct a squadron history learning station activity, by: <ol style="list-style-type: none"> a. preparing learning stations on the following three topics: <ol style="list-style-type: none"> (1) squadron formation; (2) squadron developments; (3) squadron accomplishments; b. preparing research cards for the cadets that relate to topics shown in the learning stations; c. having each learning station and its corresponding research card identified by a colour; d. dividing the cadets into groups of four with a maximum of six groups; e. having the cadets find the information related to the key word on the research cards; and f. having the cadets prepare the information they have retrieved on flipchart paper. | Activity | 40 min | |

| TP | Description | Method | Time | Ref |
|-----|--|------------------|--------|-----|
| TP2 | Lead a group discussion, to include having: a. the groups present the information they have collected; and b. the cadets answer questions about what they learned from the activity. | Group Discussion | 10 min | |

5. **Time**

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

6. **Substantiation**

- a. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.
- b. The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

7. **References.** N/A.8. **Training Aids**

- a. Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/training area; and
- b. Materials required to prepare learning stations.

9. **Learning Aids**

- a. Learning stations; and
- b. Flipchart paper and markers.

10. **Test Details.** There is no formal assessment of this EO.11. **Remarks.** Information used by the instructor for the learning stations will depend on materials available at each squadron.

SECTION 8**PO 108 – PARTICIPATE IN AN ANNUAL CEREMONIAL REVIEW PARADE**

1. **Performance.** Participate in an Annual Ceremonial Review Parade.
2. **Conditions**
 - a. Given:
 - (1) parade area;
 - (2) words of command;
 - (3) supervision; and
 - (4) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet will participate as a member of a squad in an Annual Ceremonial Review Parade where they will:
 - a. fall in;
 - b. dress to the right;
 - c. be inspected;
 - d. march past;
 - e. advance; and
 - f. be dismissed.
4. **Remarks**
 - a. A nightly opening and closing parade should be included in the normal routine of the unit. The opening parade should be section level and include falling in, calling the roll, a brief drill practice, and falling out. The closing parade should be conducted at the unit level and include falling in, announcements, a brief drill practice including marching and wheeling, and falling out. The length of the parades will vary based on the needs of the individual cadet unit.
 - b. A monthly Commanding Officer's Parade following the sequence of an Annual Ceremonial Review Parade should be conducted in the place of an opening or closing parade. This will introduce cadets to the format of an Annual Ceremonial Review Parade and will also allow cadets to practice the requisite skills in sequence.
 - c. The development of drill skills is a progressive process. As such, the sequencing of the EOs follows the normal sequencing of instruction. Instructors are advised to follow the sequencing of the EOs as listed.

5. Complementary Material

- a. Complementary material under PO 108 is designed to allow additional opportunities for cadet units with an interest in drill to develop cadets' drill abilities through a number of activities, to include:
 - (1) EO C108.01, which allows up to six periods of drill instruction, not included in the mandatory program, to be selected from A-PD-201-000/PT-000, Chapter 2 or Chapter 3; and
 - (2) EO C108.02, which allows cadets to participate in a drill competition which tests their drill precision in material taught during the conduct of the mandatory program.
- b. Complementary training under PO 108 is limited to a total of nine periods conducted during sessions or on a supported day. Units are not required to use all nine periods.
- c. A lesson specification will not be provided for EO C108.01.

EO M108.01 – ADOPT THE POSITIONS OF ATTENTION, STAND AT EASE, AND STAND EASY

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: N/A.
 - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall perform the following individual drill movements:
 - a. the position of attention;
 - b. stand at ease from attention;
 - c. attention from stand at ease;
 - d. stand easy; and
 - e. stand at ease from stand easy.

4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|-------------------------------|--------|-------------------------|
| TPs | Explain and demonstrate the following standing drill positions and individual drill movements and allow cadets to practice: <ol style="list-style-type: none"> a. attention; b. stand at ease; c. stand at ease from attention; d. attention from stand at ease; e. stand easy; f. stand easy from stand at ease; and g. stand at ease from stand easy. | Demonstration and Performance | 25 min | A0-002 (pp. 2-2 to 2-8) |

5. **Time**

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

6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the

opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

7. **References.** A0-002 A-PD-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.** Assistant instructors as required.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.
11. **Remarks.** N/A.

EO M108.02 – EXECUTE A SALUTE AT THE HALT WITHOUT ARMS

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: N/A.
 - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall execute salutes at the halt without arms, to the front, left, and right.

4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|-------------------------------|--------|---------------------------|
| TPs | Explain and demonstrate saluting at the halt and allow cadets to practice. | Demonstration and Performance | 25 min | A0-002 (pp. 2-10 to 2-12) |

5. **Time**

- a. Introduction/Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.
 7. **References.** A0-002 A-PD-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.** Assistant instructors as required.
 9. **Learning Aids.** N/A.
 10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.
 11. **Remarks.** N/A.

EO M108.03 – EXECUTE TURNS AT THE HALT

1. **Performance.** Execute Turns at the Halt.
2. **Conditions**
 - a. Given:
 - (1) words of command;
 - (2) supervision; and
 - (3) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall execute turns at the halt, to include:
 - a. right turns;
 - b. left turns; and
 - c. about turns.

4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|-------------------------------|--------|---------------------------|
| TPs | Explain and demonstrate turning at the halt and allow cadets to practice: <ol style="list-style-type: none"> a. left; b. right; and c. about turns. | Demonstration and Performance | 25 min | A0-002 (pp. 2-12 to 2-13) |

5. **Time**

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

6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.
7. **References.** A0-002 A-PD-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.** Assistant instructors as required.
9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.
11. **Remarks.** N/A.

EO M108.04 – CLOSE TO THE RIGHT AND LEFT

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: N/A.
 - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall perform the following individual drill movements:
 - a. closing to the right; and
 - b. closing to the left.

4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|---|-------------------------------|--------|----------------------------|
| TPs | Explain and demonstrate closing to the right/left and allow cadets to practice. | Demonstration and Performance | 25 min | A0-002 (pp. 2-14 and 2-15) |

5. **Time**
 - a. Introduction/Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.
7. **References.** A0-002 A-PD-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.** Assistant instructors as required.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.
11. **Remarks.** N/A.

EO M108.05 – EXECUTE PACES FORWARD AND TO THE REAR

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: N/A.
 - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall perform the following individual drill movements:
 - a. paces forward; and
 - b. paces to the rear.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|---|-------------------------------|--------|----------------------------|
| TPs | Explain and demonstrate paces forward and to the rear at the halt and allow cadets to practice. | Demonstration and Performance | 25 min | A0-002 (pp. 2-17 and 2-18) |

5. **Time**
 - a. Introduction/Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.
7. **References.** A0-002 A-PD-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.** Assistant instructors as required.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.
11. **Remarks.** N/A.

EO M108.06 – EXECUTE THE MOVEMENTS REQUIRED FOR A RIGHT DRESS

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: N/A.
 - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall perform:
 - a. right dress;
 - b. shoulder dress;
 - c. elbow dress; and
 - d. eyes front.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|---|-------------------------------|--------|---------------------------|
| TPs | Explain and demonstrate dressing and allow cadets to practice: <ol style="list-style-type: none"> a. right dress; b. shoulder dress; c. elbow dress; and d. eyes front. | Demonstration and Performance | 25 min | A0-002 (pp. 2-18 to 2-20) |

5. **Time**
 - a. Introduction/Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.
7. **References.** A0-002 A-PD-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.** Assistant instructors as required.
9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.
11. **Remarks.** N/A.

EO M108.07 – EXECUTE AN OPEN ORDER AND CLOSE ORDER MARCH

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: N/A.
 - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall perform the following individual drill movements at the halt:
 - a. open order march; and
 - b. close order march.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|-------------------------------|--------|---------------------------|
| TPs | Explain and demonstrate open and close order march at the halt and allow cadets to practice. | Demonstration and Performance | 25 min | A0-002 (pp. 2-18 to 2-20) |

5. **Time**
 - a. Introduction/Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.
7. **References.** A0-002 A-PD-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.** Assistant instructors as required.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.
11. **Remarks.** N/A.

EO M108.08 – MARCH AND HALT IN QUICK TIME

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: N/A.
 - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall perform the following individual drill movements:
 - a. marching in quick time; and
 - b. halting in quick time.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|-------------------------------|--------|--------------------------|
| TPs | Explain and demonstrate marching and halting in quick time and allow cadets to practice. | Demonstration and Performance | 25 min | A0-002 (pp. 3-6 and 3-7) |

5. **Time**
 - a. Introduction/Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.
7. **References.** A0-002 A-PD-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.** Assistant instructors as required.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.
11. **Remarks.** N/A.

EO M108.09 – EXECUTE MARKING TIME, FORWARD, AND HALTING IN QUICK TIME

1. **Performance.** Execute Marking Time, Forward, and Halting in Quick Time.
2. **Conditions**
 - a. Given:
 - (1) words of command;
 - (2) supervision; and
 - (3) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall perform the following individual drill movements:
 - a. marking time in quick time;
 - b. forward (while marking time); and
 - c. halting in quick time (while marking time).

4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|-------------------------------|--------|---------------------------|
| TPs | Explain and demonstrate and allow cadets to practice the following drill movements: <ol style="list-style-type: none"> a. marking time in quick time; b. forward from marking time; and c. halting in quick time from marking time. | Demonstration and Performance | 25 min | A0-002 (pp. 3-15 to 3-17) |

5. **Time**
 - a. Introduction/Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.
7. **References.** A0-002 A-PD-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.** Assistant instructors as required.
9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.
11. **Remarks.** N/A.

EO M108.10 – EXECUTE A SALUTE ON THE MARCH

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: N/A.
- c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.

3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall perform a salute on the march.

4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|---|-------------------------------|--------|---------------------------|
| TPs | Explain and demonstrate saluting on the march and allow cadets to practice. | Demonstration and Performance | 25 min | A0-002 (pp. 3-24 to 3-26) |

5. **Time**

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

6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

7. **References.** A0-002 A-PD-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.** Assistant instructors as required.

9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.

11. **Remarks.** N/A.

EO M108.11 – PAY COMPLIMENTS WITH A SQUAD ON THE MARCH

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: N/A.
 - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall perform the following individual drill movements on the march:
 - a. eyes right (left); and
 - b. eyes front.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|---|-------------------------------|--------|------------------|
| TPs | Explain and demonstrate paying compliments on the march and allow cadets to practice: <ol style="list-style-type: none"> a. eyes right (left); and b. eyes front. | Demonstration and Performance | 25 min | A0-002 (p. 3-26) |

5. **Time**
 - a. Introduction/Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.
7. **References.** A0-002 A-PD-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.** Assistant instructors as required.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.
11. **Remarks.** N/A.

EO M108.CA – PARTICIPATE IN AN ANNUAL CEREMONIAL REVIEW PARADE

1. **Performance.** Participate in an Annual Ceremonial Review Parade.
2. **Conditions**
 - a. Given:
 - (1) words of command;
 - (2) supervision; and
 - (3) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall participate in an Annual Ceremonial Review Parade.
4. **Teaching Points**
 - a. The cadets will have practiced the parade format throughout the training year during Commanding Officer's parades. However, a review of the parade format is recommended prior to the actual parade.
 - b. The cadets shall be debriefed on their participation in the Annual Ceremonial Review Parade by asking them:
 - (1) how they felt about the activity;
 - (2) what they feel they accomplished;
 - (3) what they have learned from participating in a ceremonial parade; and
 - (4) how this experience may be applied to their life outside of cadets.
5. **Time**
 - a. Activity: 90 min
 - b. Total: 90 min
6. **Substantiation.** The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to encourage reflection and make connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.
7. **References.** A0-002 A-PD-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.** Assistant instructors as required.
9. **Learning Aids.** N/A.
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.** Closing parades shall serve as an opportunity to practice the skills required for proper execution of an Annual Ceremonial Review Parade.

EO C108.01 – EXECUTE SUPPLEMENTARY DRILL MOVEMENTS

1. **Performance.** Execute Supplementary Drill Movements.
2. **Conditions**
 - a. Given:
 - (1) words of command; and
 - (2) supervision.
 - b. Denied: Assistance.
 - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall participate as a member of a group in supplementary drill training. Drill training shall be selected from A-PD-201-000/PT-000, Chapter 2 or Chapter 3, to meet the needs of the cadet unit.
4. **Teaching Points.** As per A-PD-201-000/PT-000.
5. **Time**
 - a. Demonstration and Performance: 180 min
 - b. Total: 180 min
6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.
7. **References.** A0-002 A-PD-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.** Assistant instructors as required.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.
11. **Remarks**
 - a. Instruction shall follow the methodology employed in the mandatory EOs.
 - b. 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 cadet unit.
 - c. Units may choose to invite a member of the Regular Force or Primary Reserve to be guest instructors for these periods to allow cadets greater exposure to members of the Canadian Forces and to improve the quality of instructions in units where the movements may not have been previously instructed.

EO C108.02 – PARTICIPATE IN A DRILL COMPETITION

1. **Performance.** Participate in a Drill Competition.
2. **Conditions**
 - a. Given:
 - (1) words of command; and
 - (2) supervision.
 - b. Denied: Assistance.
 - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall participate as a member of a group in a drill competition.
4. **Teaching Points**
 - a. A formal competition shall be structured to include all of the drill movements taught during the mandatory program.
 - b. The competition shall be assessed; however, the focus should be upon making the activity fun for the cadets.
 - c. In smaller units without adequate numbers to hold a formal competition, the unit may modify the competition according to their circumstances (i.e. Conducting a Simon-says type of elimination activity for a group of five cadets).
5. **Time**
 - a. Activity: 90 min
 - b. Total: 90 min
6. **Substantiation.** The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to draw out reflection and connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.
7. **References.** A0-002 A-PD-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.** N/A.
9. **Learning Aids.** N/A.
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.** N/A.

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SECTION 9**PO 120 – PARTICIPATE IN CANADIAN FORCES (CF) FAMILIARIZATION ACTIVITIES**

1. **Performance.** Participate in Canadian Forces (CF) Familiarization Activities.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental:
 - (1) in-house training: suitable classroom facilities to accommodate the entire group; and
 - (2) tour: determination of conditions suitable for this training is at the discretion of the squadron Commanding Officer.
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 Air Force within the CF.
4. **Remarks.** N/A.
5. **Complementary Material**
 - a. Complementary material under PO 120 is designed to enhance the cadets' knowledge of the CF through a number of activities:
 - (1) EO C120.01 allows the cadets to participate in a presentation by a member of the CF;
 - (2) EO C120.02 allows the cadets to tour a CF installation/unit; and
 - (3) EO C120.03 allows the cadets to contact a CF member on deployment.
 - b. Complementary training under PO 120 is limited to a total of eight periods to be conducted during sessions or on a supported day. Squadrons are not required to use all eight periods.

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

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

| TP | Description | Method | Time | Ref |
|-----|---|----------------------------------|-----------------|---|
| TP1 | Discuss the history of the 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 to 1-37) A3-017 |
| TP2 | Explain the role of each element, to include: <ol style="list-style-type: none"> a. Air Force: <ol style="list-style-type: none"> (1) surveillance and control of Canadian airspace; (2) worldwide 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. | Interactive Lecture/ Activity | 5 min/ 5 min | A3-018 A3-019 A3-020 C3-040 C3-041 (pp. 1-29 to 1-37) |

| TP | Description | Method | Time | Ref |
|-----|---|---------------------|--------|-------------------------------------|
| | <p>b. Army:</p> <ul style="list-style-type: none"> (1) national defence; (2) Canada/US defence of North America (NORAD); (3) contribution to peacekeeping missions; (4) civil defence; and (5) humanitarian operations including disaster relief; <p>c. Navy:</p> <ul style="list-style-type: none"> (1) surveillance and control of Canadian waters; (2) support of Army and Air Force 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). <p>Note: The roles of the Canadian Air Force shall be emphasized.</p> | | | |
| TP3 | <p>Identify Wings/CF Bases and Cadet Summer Training Centres (CSTCs), to include:</p> <p>a. Air Force:</p> <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); | Interactive Lecture | 10 min | C3-040 C3-041 (pp. 1-29 to 1-37) |

| TP | Description | Method | Time | Ref |
|----|---|--------|------|-----|
| | <p>(8) 14 Wing Greenwood (Greenwood, NS)/Air CSTC Greenwood;</p> <p>(9) 15 Wing Moose Jaw (Moose Jaw, SA);</p> <p>(10) 16 Wing Borden (Borden, ON)/Blackdown Army CSTC;</p> <p>(11) 17 Wing Winnipeg (Winnipeg, MB);</p> <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. Land Forces:</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. Maritime Forces:</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 after the “/” and included with the 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

- a. The interactive lecture method was chosen to introduce material that may be unfamiliar to some cadets. It allows the instructor to present the material in a structured manner while still allowing for cadet participation (posing questions or sharing knowledge).
- b. The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

7. References

- a. A3-017 Assistant Deputy Minister (Public Affairs). (12 September 2005). *About DND/CF: Our Mission*. Retrieved 25 May 2006, from http://www.forces.gc.ca/site/about/mission_e.asp.
- b. 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.
- c. 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.
- d. A3-020 Department of National Defence. (2004). *Maritime Forces Pacific: MARPAC Overview*. Retrieved 25 May 2006, from www.navy.forces.gc.ca/marpac/home/marpac_home_e.asp?category=4.
- e. 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.
- f. C3-041 0-9680685-7-X CDIA. (2004). *The Canadian Defence Almanac*. Ottawa, ON: Canadian Defence Industries Association.

8. Training Aids

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area; and
- b. Map of Canada.

9. Learning Aids. Map of Canada.

10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm the cadets' comprehension of the material during the end of lesson check.

11. Remarks. N/A.

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

1. **Performance.** Discussion of Opportunities in the Canadian Forces (CF).
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with the specified references, the cadets shall discuss CF opportunities.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|---|---------------------|--------|--------------------------------------|
| 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 | 4 min | A3-026 A3-027 |

5. **Time**
 - a. Introduction/Conclusion: 6 min
 - b. Interactive Lecture: 24 min
 - c. Total: 30 min
6. **Substantiation.** The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
7. **References**
 - a. A3-002 *DND/CF: Career Opportunities in National Defence: Part-time Careers (Reserve Force)*. (2006). Retrieved 24 May 2006, from http://www.forces.gc.ca/site/careers/parttime_e.asp.

- b. A3-023 *Air Reserve Structure*. (2004). Retrieved 24 May 2006, from http://www.airforce.forces.ca/air_reserve/organization/organization_e.asp.
 - c. A3-024 *One Army, Two Components*. (2005). Retrieved 24 May 2006, from http://www.armee.forces.gc.ca/lf/english/11_1.asp.
 - d. A3-025 *What is the Naval Reserve?* (2005). Retrieved 24 May 2006, from http://www.navres.forces.ca/navres/HQ-QG/organisa/estab_e.htm.
 - e. A3-026 *Canadian Forces Recruiting – Civilian Jobs*. (2004). Retrieved 24 May 2006, 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 2006, from http://www.forces.gc.ca/site/careers/civilian_e.asp.
 - g. A3-028 *Canadian Forces Recruiting: Employer of Choice*. (2005). Retrieved 24 May 2006, from http://www.recruiting.forces.ca/engraph/aboutus/index_e.aspx.
8. **Training Aids.** Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm the cadets' comprehension of the material during the end of lesson check.
11. **Remarks.** N/A.

EO C120.01 – PARTICIPATE IN A PRESENTATION GIVEN BY A MEMBER OF THE CANADIAN FORCES (CF)

1. **Performance.** Participate in a Presentation Given by a Member of the Canadian Forces (CF).
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** Cadets shall attend a presentation given by a member of the CF in order to:
 - a. develop an appreciation for the CF and its members; and
 - b. identify different components of the CF that have been described in the classroom.
4. **Teaching Points.** Guest speakers from the CF are asked to describe:
 - a. reasons for enrolling in the CF;
 - b. their unit and its role in the CF;
 - c. their trade and details about that trade;
 - d. CF operations they have been involved with;
 - e. significant experiences of the CF; and
 - f. facilitate a question and answer period.
5. **Time**
 - a. Presentation: 60 min
 - b. Total: 60 min
6. **Substantiation.** Use of a guest speaker would provide an opportunity for the cadets to meet and hear from a member of the CF. Using a guest speaker will provide an experienced view and promote interest in the topic.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (i.e. whiteboard/flipcharts/OHP) appropriate for classroom/training area.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO.
11. **Remarks**
 - a. Required training aids should be determined by contacting the speaker prior to the presentation. The instructor should have presentation aids readily available.

- b. There is no instructional guide for this EO.
- c. Having a member of the Air Force as the guest speaker for this EO is ideal; however, if this is not possible, any member of the CF may act as the guest speaker.

EO C120.02 – TOUR A LOCAL CANADIAN FORCES (CF) INSTALLATION/UNIT

1. **Performance.** Tour a Local Canadian Forces (CF) Installation/Unit.
2. **Conditions**
 - a. Given:
 - (1) transportation as required;
 - (2) supervision; and
 - (3) assistance as required.
 - b. Denied: N/A.
 - 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 in order to:
 - a. identify the different CF components that have been described in the classroom; and
 - b. familiarize the cadet with the CF.
4. **Teaching Points.** 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. If the tour is guided, the tour guide should be asked to address the points outlined below. If an instructor from the unit will conduct the tour, the following points are to be researched in advance and addressed during the tour when appropriate:
 - 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 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
 - (5) different military aviation careers associated with the unit.

5. **Time**

- | | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min |
| b. | Tour: | 85 min |
| c. | Total: | 90 min |

6. **Substantiation.** A tour was chosen to reinforce learning through observing practical application of instructional material previously taught or to introduce material which will be instructed in the future. This method appeals to visual and tactile learners.
7. **References.** N/A.
8. **Training Aids.** N/A.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO.
11. **Remarks.** There is no instructional guide for this EO. It is ideal to visit an Air Force installation/unit, however, any local installation/unit will suffice.

EO C120.03 – CONTACT A CANADIAN FORCES (CF) MEMBER ON DEPLOYMENT

1. **Performance.** Contact a Canadian Forces (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: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** As a group, Level One cadets shall contact deployed CF members to gain an understanding of the members' experience and the role of the CF during deployments.
4. **Teaching Points.** This discussion of a CF member's experience is based on each individual cadet's experiences in contacting deployed members, and shall be structured as follows:
 - a. The instructor shall consult the CF Website and the affiliated unit to obtain the contact information for a suitable number of deployed members. Where possible, cadets can send postcards to unidentified members as part of the CF message board. Where instructors are having difficulty obtaining contact information, additional assistance may be requested from RCSU detachments.
 - b. In the first period, instructors 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.
 - c. Individually, cadets will prepare letters or emails 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 personal information in the letters. Letters will then be turned in to the squadron and sent to the member(s).
 - d. After a suitable period of time, a second period of 60 minutes will be conducted to review replies received and to allow cadets to read their replies to the group. Cadets will then be led in a group discussion to debrief the activity. 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. Briefing: | 15 min |
| b. Activity (First Session): | 15 min |
| c. Activity (Second Session): | 45 min |
| d. Group Discussion: | 15 min |
| e. Total: | 90 min |

6. Substantiation

- a. The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.
- b. The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

7. References

- a. A0-005 Assistant Deputy Minister (Public Affairs). (2006). *Morale By Message Board*. Retrieved 25 May 2006, from http://www.forces.gc.ca/site/community/messageboard/index_e.asp.
- 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, or CDs (optional).

9. Learning Aids

- a. Handouts; and
- b. Appropriate equipment/material for the activity.

10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm the cadets' comprehension of the material prior to beginning the actual activity and immediately following by means of a debrief.

11. Remarks

- a. The member being contacted should ideally be someone with a link to the cadet squadron, affiliated unit, or the community. If no one is available that meets these criteria, then any deployed CF member may be contacted.
- b. Amplifying information can be located on the Internet to assist the instructor in the development of lesson plans for this activity.
- c. Contacting an Air Force CF member is ideal; however, if this is not possible, any member of the CF can be contacted.

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SECTION 10**PO 121 – PARTICIPATE IN CANADIAN AVIATION, AEROSPACE AND AERODROME OPERATIONS COMMUNITY FAMILIARIZATION ACTIVITIES**

1. **Performance.** Participate in Canadian Aviation, Aerospace and Aerodrome Operations Community Familiarization Activities.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references the cadet will participate in presentations designed to familiarize them with:
 - a. opportunities in the civilian and cadet communities; and
 - b. Canadian aviation, aerospace and aerodrome operations communities.
4. **Remarks.** N/A.
5. **Complementary Material**
 - a. Complementary material under PO 121 is designed to enhance the cadets' knowledge of the Canadian aviation, aerospace and aerodrome operations communities through EO C121.01, which allows the cadets to participate in a presentation given by a member of the Canadian aviation, aerospace and/or aerodrome operations communities.
 - b. Complementary training under PO 121 is limited to a total of six periods to be conducted during sessions or on a supported day. Squadrons are not required to use all six periods.

EO M121.01 – DISCUSS AVIATION OPPORTUNITIES

1. **Performance.** Discuss Aviation Opportunities.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with the specified references, the cadets shall:
 - a. participate in an aviation careers matching activity; and
 - b. discuss the following aviation careers:
 - (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 | Ref |
|-----|--|----------|--------|-----|
| TP1 | Conduct an aviation careers matching activity, by: <ol style="list-style-type: none"> a. dividing the cadets into six groups; b. assigning each group one of the following aviation careers: <ol style="list-style-type: none"> (1) pilot and flying instructor; (2) air traffic controllers and flight service station specialists; (3) meteorologist, meteorology observer, aviation weather briefer; (4) aircraft maintenance engineers; (5) air transport ramp attendants; (6) aerodrome managers; and (7) aerospace engineers and aircraft assemblers; c. providing cadets with a career investigation sheet and five information envelopes; | Activity | 12 min | |

| TP | Description | Method | Time | Ref |
|-----|--|------------------|--------|---|
| | d. having the cadets open the job description envelopes and find the description that applies to the group's assigned career; e. having the cadets open the employer envelope and finding the employers that are related to the groups assigned career; f. having the cadets open the performance objectives envelopes and find the POs that relate to the groups assigned career; g. having the cadets open the summer courses envelopes and find the summer courses that relate to the group's assigned career; and h. providing two minutes for cadets to go through each envelope. | | | |
| TP2 | Lead a discussion on aviation careers, to include: a. having the groups present the information they have collected to the rest of the class, to include: (1) the career the group was assigned; (2) the job description; (3) the employers; (4) the related POs; and (5) the related summer training courses; b. confirming that the groups have correctly identified the information that related to their assigned career; and c. having the cadets discuss what they have learned. | Group Discussion | 13 min | C3-001 A3-002 (pp. 1 to 4) A3-003 (pp. 2 and 3) |

5. Time

| | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min |
| b. | Activity: | 12 min |
| c. | Group Discussion: | 13 min |
| d. | Total: | 30 min |

6. Substantiation

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

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

7. **References**

- a. A3-002 CATO 54-10 Cadets Canada. (1995). CATO 54-10, *Local Headquarters Training: Air Cadets*. In *Cadet Administrative and Training Orders* (Vol. 5, 4 pages). Ottawa, ON.
- b. A3-003 CATO 54-20 Cadets Canada. (2000). CATO 54-20, *Summer Training Directive: Royal Canadian Air Cadets*. In *Cadet Administrative and Training Orders* (Vol. 5, 4 pages). Ottawa, ON.
- c. C3-001 *National Occupational Classification 2001* (NOC2001). (2001). Retrieved 23 March 2006, from <http://www.hrdc.drhc.gc.ca/2001/e/generic/welcome.shtml>.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/training area; and
- b. Materials required for making activity (TP1).

9. **Learning Aids**

- a. Career investigation sheets found in A-CR-CCP-801/PF-001, Chapter 10, Annex A; and
- b. Career envelopes information found in A-CR-CCP-801/PF-001, Chapter 10, Annex B.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** N/A.

EO C121.01 – PARTICIPATE IN A PRESENTATION GIVEN BY A MEMBER OF THE CANADIAN AVIATION, AEROSPACE OR AERODROME OPERATIONS COMMUNITY

1. **Performance.** Participate in a Presentation Given by a Member of the Canadian Aviation, Aerospace or Aerodrome Operations Community.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** The cadet shall participate in a presentation given by a member of the Canadian aviation, aerospace, or aerodrome operations community in order to gain an appreciation for and become familiar with the community in which the guest speaker is involved.
4. **Teaching Points.** Guest speakers are asked to:
 - a. give a description of the company/organization they are a member of;
 - 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 the aviation, aerospace or aerodrome operations community;
 - e. relate some anecdotes; and
 - f. facilitate a question and answer period.
5. **Time**
 - a. Interactive Lecture: 60 min each, 180 min max
 - b. Total: 60 min each, 180 min max
6. **Substantiation.** Use of a guest speaker would provide an opportunity for the cadets to meet and hear from a member of the aviation, aerospace, or aerodrome operations community. A guest speaker will provide an experienced view and promote interest in the topic.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/presentation area.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks**

- a. The squadron may choose to have one guest speaker from one of the communities make a presentation or up to three guest speakers (one from each community) may be engaged. It is intended for each guest speaker visit to be conducted in two periods. If one guest speaker from each community is presenting, a total of six periods of complementary training are required. Squadrons are not required to have guest speakers from each community make a presentation.
- b. Required training aids should be determined by contacting the speaker prior to the presentation. The instructor should have presentation aids readily available.
- c. There is no instructional guide for this EO.

SECTION 11**PO 129 – COMMUNICATE USING THE PHONETIC ALPHABET AND NUMBERS**

1. **Performance.** Communicate Using the Phonetic Alphabet and Numbers.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Any conditions.
3. **Standard.** In accordance with specified references the cadet will communicate using the phonetic alphabet and numbers when participating in:
 - a. familiarization flights; and
 - b. an Aircrew Survival exercise.
4. **Remarks.** N/A.
5. **Complementary Material.** N/A.

EO M129.01 – RECITE THE PHONETIC ALPHABET

1. **Performance.** Recite the Phonetic Alphabet.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references the cadet shall recite the phonetic alphabet and numbers.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|---------------------|--------|-----------------|
| TP1 | Describe the phonetic alphabet from A to Z. Each letter is associated with a word that can be more easily understood over the radio. | Interactive Lecture | 7 min | A3-001 (p. 205) |
| TP2 | Identify the phonetic numbers from zero to nine. Explain that: <ol style="list-style-type: none"> a. numbers are always spoken as single digits, except for whole thousands; and b. symbols are spoken out as words over the radio, for example, the word “decimal” is used where there is a number with a decimal point. | Interactive Lecture | 3 min | A3-001 (p. 205) |
| TP3 | Conduct activities involving the phonetic alphabet and numbers, by: <ol style="list-style-type: none"> a. conducting a hangman activity, by: <ol style="list-style-type: none"> (1) splitting the class into two teams; (2) drawing a frame for the man to be hung on and choosing a phrase; (3) having the cadets alternate teams and pick letters by correctly saying the letter phonetically; (4) drawing body parts on the frame for the hangman if the cadets answer incorrectly or writing the letter in the phrase if the cadets are correct; and (5) continuing the activity until a team wins; and | Activity | 12 min | |

| TP | Description | Method | Time | Ref |
|----|---|--------|------|-----|
| | b. conducting an activity where the cadets are required to spell their name phonetically, by: <ol style="list-style-type: none"> (1) splitting the class into two teams; (2) each member of both teams must spell their names using the phonetic alphabet; (3) for each member that does it correctly, a point will be awarded; (4) each cadet should be given a number to pronounce as well. Correct pronunciation will result in a point for that team; and (5) the team with the most points at the end will win. | | | |

5. **Time**

| | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 8 min |
| b. | Interactive Lecture: | 10 min |
| c. | Activity: | 12 min |
| d. | Total: | 30 min |

6. **Substantiation**

- a. The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- b. The group activities were selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

7. **References.** 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 (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area.

9. **Learning Aids.** Whiteboard and markers.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** N/A.

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SECTION 12
PO 130 – PARTICIPATE IN AVIATION ACTIVITIES

1. **Performance.** Participate in Aviation Activities.
2. **Conditions**
 - a. Given:
 - (1) model airplane template;
 - (2) thumb tack;
 - (3) small bull clip;
 - (4) scissors;
 - (5) glue;
 - (6) markers;
 - (7) transportation as required;
 - (8) supervision; and
 - (9) assistance as required.
 - b. Denied: N/A.
 - c. Environmental:
 - (1) in-house training: suitable classroom facilities to accommodate the entire group; and
 - (2) tour: determination of conditions suitable for this training is at the discretion of the squadron Commanding Officer.
3. **Standard.** In accordance with specified references the cadets will participate in aviation activities designed to familiarize them with:
 - a. military, civilian and cadet aircraft;
 - b. the main components of an airplane; and
 - c. aviation history.
4. **Remarks.** N/A.

5. Complementary Material

- a. Complementary material under PO 130 is designed to enhance the cadets' knowledge of aviation through a number of activities:
 - (1) EO C130.01 allows the cadets to participate in a walk-around aircraft inspection;
 - (2) EO C130.02 allows the cadets to identify international aircraft;
 - (3) EO C130.03 allows the cadets to watch a segment of *On Canadian Wings* and discuss aviation history;
 - (4) EO C130.04 allows the cadets to tour a local aviation museum; and
 - (5) CD 130 allows the cadets to attend a local air show.
- b. Complementary training under PO 130 is limited to a total of 19 periods conducted during sessions or on supported days. Squadrons are not required to use all 19 periods.

EO M130.01 – IDENTIFY AIRCRAFT AS MILITARY, CIVILIAN AND CADET

1. **Performance.** Identify Aircraft as Military, Civilian and Cadet.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with the specified references, the cadets shall identify examples of military, civilian and cadet aircraft.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|---|---------------------|--------|--------|
| TP1 | Identify types of Canadian military aircraft, to include: <ol style="list-style-type: none"> a. CT-114 Tutor; b. CC-115 Buffalo; c. CC-130 Hercules; d. CC-150 A310 Polaris; e. CP-140 Aurora; f. CF-18 Hornet; g. CH-146 Griffon; and h. CH-149 Cormorant. | Interactive Lecture | 9 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; and d. Airbus A320. | Interactive Lecture | 8 min | A3-007 |
| TP3 | Identify cadet aircraft, to include: <ol style="list-style-type: none"> a. Schweizer – SGS 2-33a; b. Bellanca Scout – 8 GCBC; c. L19 Bird dog – Cessna 305 (C305); and d. Wilga – PZL G104 MA. | Interactive Lecture | 5 min | A3-007 |
| TP4 | Conduct an aircraft identification activity, by: <ol style="list-style-type: none"> a. dividing cadets into groups of four or less; | Activity | 30 min | |

| TP | Description | Method | Time | Ref |
|----|--|--------|------|-----|
| | b. laying out a set of aircraft identification cards on the table in a six by five grid; c. having cadets flip two cards over. If the cards match the cadet has to identify the aircraft to gain points. If the two cards do not match no points are awarded and it will be the next cadet's turn; and d. repeating the game as long as time allows. | | | |

5. **Time**

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

6. **Substantiation**

- a. The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- b. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

7. **References.** A3-007 Canadian Forces. (2006). Retrieved 25 March 2006, from http://www.airforces.forces.gc.ca/today5_e.asp.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Slide presentation found in A-CR-CCP-801/PF-001, Chapter 12, Annex A; and
- c. Materials required for matching game found in A-CR-CCP-801/PF-001, Chapter 12, Annex B.

9. **Learning Aids.** Aircraft identification matching cards found in A-CR-CCP-801/PF-001, Chapter 12, Annex B.

10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm cadets' comprehension of the material during the activity outlined at TP4.

11. **Remarks.** Please note for TP3, "cadet aircraft" is intended to mean aircraft currently owned by the Cadet Program and therefore does not include other aircraft cadets may use on Power Flying Scholarships (Cessnas and Katanas).

EO M130.02 – DESCRIBE THE MAIN COMPONENTS OF AN AIRPLANE

1. **Performance.** Describe the Main Components of an Airplane.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with the specified references, 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 | Ref |
|-----|--|---------------------|-------|---------------------------|
| TP1 | Define aircraft and airplane: <ol style="list-style-type: none"> a. an aircraft is a device that is used or intended to be used for flight in the air; and b. an airplane is a power-driven heavier-than-air aircraft deriving its lift in flight from aerodynamic reactions on surfaces that remain fixed under given conditions of flight. | Interactive Lecture | 2 min | C3-023 A3-001 (p. 9) |
| TP2 | Describe the fuselage, in that it is the body of the aircraft, designed to accommodate the crew, passengers and cargo. The fuselage is the structural body to which the wings, the tail section, landing gear and (in most small aircraft) the engine are attached. | Interactive Lecture | 3 min | A3-001 (p. 9) |
| TP3 | 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 | Interactive Lecture | 5 min | A3-001 (pp. 10 and 11) |

| TP | Description | Method | Time | Ref |
|-----|--|---------------------|-------|------------------------|
| | f. flaps. | | | |
| TP4 | Describe the empennage. The empennage refers to the whole tail section of a plane. It includes the: <ul style="list-style-type: none"> a. horizontal stabilizer; b. elevator; c. vertical stabilizer; and d. rudder. | Interactive Lecture | 6 min | A3-001 (p. 11) |
| TP5 | Describe landing gear, to include: <ul style="list-style-type: none"> a. the landing gear supports the aircraft when it is on the ground and absorbs the shock of landing; and b. there are two main configuration of a landing gear: <ul style="list-style-type: none"> (1) nose wheel or tricycle; and (2) tail wheel, conventional, or tail dragger. | Interactive Lecture | 3 min | A3-001 (pp. 12 and 13) |
| TP6 | Describe the propulsion system, to include: <ul style="list-style-type: none"> a. power is produced by an internal combustion engine with a two- or three-bladed propeller or a gas turbine (jet) engine; and b. the cowling encloses the engine and streamlines the airplane to reduce drag. | Interactive Lecture | 3 min | A3-001 (p. 12) |

5. Time

| | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 8 min |
| b. | Interactive Lecture: | 22 min |
| c. | Total: | 30 min |

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

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. C3-023 Federal Aviation Authority. Retrieved 16 April 2006, from <http://www.ecfr.gpaccess.gov>.

8. **Training Aids.** Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/training area.

9. **Learning Aids.** Puzzles of aircraft parts found in A-CR-CCP-801/PF-001, Chapter 12, Annexes C to F.

10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm cadets' comprehension of the material when they construct a model airplane during the activity associated with EO M130.03.
11. **Remarks.** N/A.

EO M130.03 – CONSTRUCT A MODEL AIRPLANE

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: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group and model construction.
3. **Standard.** The cadets shall construct a model airplane, including the following components:
 - a. fuselage;
 - b. wings;
 - c. empennage;
 - d. landing gear; and
 - e. propeller.

4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|----------|--------|--------------------------|
| TP1 | Explain how to and have the cadets construct model airplanes. Provide the materials required to construct the models and have the cadets: <ol style="list-style-type: none"> a. cut out the airplane pieces from the provided template; b. assemble the fuselage pieces; c. assemble the wing pieces and attach them to the fuselage; d. assemble the tail pieces and attach them to the fuselage; e. attach the propeller to the fuselage; | Activity | 45 min | C3-017 (pp. 42 to 45) |

| TP | Description | Method | Time | Ref |
|-----|---|------------------|-------|----------------------|
| | f. attach the landing gear to the fuselage; g. colour the plane as desired; and h. clean up the area. | | | |
| TP2 | Lead a discussion on the parts of an airplane. Ask the cadets how the information taught in the previous aircraft maintenance class assisted them in constructing the model airplane. | Group Discussion | 5 min | A3-001 (pp. 9 to 13) |

5. Time

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

6. Substantiation

- The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the material taught in EO M130.02.
- The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

7. References

- A3-001 A-CR-CCP-263/PT-001, *From the Ground Up: Millennium Edition*. (2000). Ottawa, ON: Aviation Publishers Co. Limited.
- 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

- Model airplane template;
- List of instructions found in A-CR-CCP-801/PF-001, Chapter 12, Annex G;
- Thumb tack;
- Small bull clip;
- Scissors;
- Glue; and
- Markers.

10. **Test Details.** There is no formal assessment of this EO.
11. **Remarks.** N/A.

EO M130.04 – WATCH ON CANADIAN WINGS VIDEO

1. **Performance.** Watch *On Canadian Wings* Video.
2. **Conditions**
 - a. Given:
 - (1) video;
 - (2) TV;
 - (3) VCR or DVD player;
 - (4) supervision; and
 - (5) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** The cadets shall watch a video segment of *On Canadian Wings* and participate in a group discussion.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|------------------|--------|--------|
| TP1 | Watch one of the following video segments: <ol style="list-style-type: none"> 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. | Activity | 15 min | C3-039 |
| TP2 | Lead a group discussion using the prepared questions provided in A-CR-CCP-801/PF-001 (specific questions for each video are provided). | Group Discussion | 10 min | |

5. **Time**
 - a. Introduction/Conclusion: 10 min
 - b. Activity: 15 min
 - c. Group Discussion: 10 min
 - d. Total: 30 min

6. **Substantiation**

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

7. **References.** C3-039 Squires, C. (1999). *On Canadian Wings* [Series]. Winnipeg, MB: PWGSC.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. TV;
- c. VCR or DVD player; and
- d. Video.

9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** The instructor shall choose only one video segment to watch and one group discussion to host for the mandatory period. The instructor may choose to view and discuss additional segments as part of complementary training, EO C130.03. This will require up to eight additional periods.

EO C130.01 – PARTICIPATE IN A WALK-AROUND AIRCRAFT INSPECTION

1. **Performance.** Participate in a Walk-Around Aircraft Inspection.
2. **Conditions**
 - a. Given:
 - (1) aircraft;
 - (2) supervision; and
 - (3) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Hangar or ramp area.
3. **Standard.** The cadets shall participate in a walk-around aircraft inspection in order to:
 - a. identify different components of an airplane that have been described in the classroom; and
 - b. develop an appreciation for aviation safety and procedures.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|------------------|--------|----------------------------|
| TP1 | Supervise an aircraft walk-around inspection. Ensure that: <ol style="list-style-type: none"> a. a qualified pilot conducts the walk-around inspection; b. all cadets are briefed on the safety guidelines before the inspection; and c. the pilot guides the cadets through the steps of the inspection, allowing cadets to participate through questions and assisting with the inspection where practical and safe. <p>Note: An instructor from the squadron should be present during the inspection if the qualified pilot is not associated with the squadron.</p> | Activity | 20 min | A3-001 (pp. 281 to 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. Activity: 20 min
 - c. Group Discussion: 5 min
 - d. Total: 30 min

6. **Substantiation**

- a. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.
- b. The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

7. **References.** 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 that would be used for familiarization flying.

9. **Learning Aids.** Small aircraft that would be used for familiarization flying.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** If the qualified pilot is not a member of the squadron staff, a staff member should be present during the activity. The staff member will need to become familiar with the process and information that will be presented during the inspection. This information can be found in A-CR-CCP-801/PF-001.

EO C130.02 – IDENTIFY INTERNATIONAL AIRCRAFT

1. **Performance.** Identify International Aircraft.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall identify the following aircraft:
 - a. Lockheed-Martin F/A-22A Raptor;
 - b. Fairchild Republic A-10 Thunderbolt II;
 - c. Lockheed F-117A Nighthawk;
 - d. Boeing B-52 Stratofortress;
 - e. Eurofighter EF-2000 Typhoon;
 - f. Sepecat Jaguar GR3;
 - g. Mikoyan-Gurevich MiG-29; and
 - h. Antonov AN-124-100.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|---------------------|--------|------------------|
| TP1 | Describe American aircraft, to include: <ol style="list-style-type: none"> a. Lockheed-Martin F/A-22A Raptor; b. Fairchild Republic A-10 Thunderbolt; c. Lockheed F-117A Nighthawk; and d. Boeing B-52 Stratofortress. | Interactive Lecture | 12 min | C3-009 |
| TP2 | Describe British aircraft, to include: <ol style="list-style-type: none"> a. Eurofighter EF-2000 Typhoon; and b. Sepecat Jaguar GR3. | Interactive Lecture | 6 min | C3-010 |
| TP3 | Describe Russian aircraft, to include: <ol style="list-style-type: none"> a. Mikoyan-Gurevich MiG-29; and b. Antonov AN-124-100. | Interactive Lecture | 6 min | C3-011 C3-012 |

5. **Time**

- | | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 6 min |
| b. | Interactive Lecture: | 24 min |
| c. | Total: | 30 min |

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

7. **References**

- a. C3-009 United States Air Force. (2006). Retrieved 21 March 2006, from <http://www.af.mil/factsheets.asp>.
- b. C3-010 Royal Air Forces. (2006). Retrieved 20 March 2006, from <http://www.raf.mod.uk/equipment.html>.
- c. C3-011 Federation of American Scientists. (2006). Retrieved 21 March 2006, from <http://www.fas.org/nuke/guide/russia/airdef/mig-29.htm>.
- d. C3-012 Antonov airlines. (2006). Retrieved 21 March 2006, from <http://www.antonovairlines.co.uk/antonov/military-logistics/antonov-124.asp>.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area; and
- b. Pictures of international aircraft found in A-CR-CCP-801/PF-001, Chapter 12, Annex I.

9. **Learning Aids.** Pictures of international aircraft found in A-CR-CCP-801/PF-001, Chapter 12, Annex I.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** N/A.

EO C130.03 – WATCH ON CANADIAN WINGS VIDEO

1. **Performance.** Watch *On Canadian Wings* Video.
2. **Conditions**
 - a. Given:
 - (1) video;
 - (2) TV;
 - (3) VCR or DVD player;
 - (4) supervision; and
 - (5) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** The cadets shall watch a video segment of *On Canadian Wings* and participate in a group discussion.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|---|------------------|--------|--------|
| TP1 | Watch one of the following videos segments: <ol style="list-style-type: none"> 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. | Activity | 15 min | C3-039 |
| TP2 | Lead a group discussion using the prepared questions provided in A-CR-CCP-801/PF-001 (specific questions for each video are provided). | Group Discussion | 10 min | |

5. **Time**
 - a. Introduction/Conclusion: 10 min
 - b. Activity: 15 min
 - c. Group Discussion: 10 min
 - d. Total: 30 min each, max 240 min

6. **Substantiation**

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

7. **References.** C3-039 Squires, C. (1999). *On Canadian Wings* [Series]. Winnipeg, MB: PWGSC

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. TV;
- c. VCR or DVD player; and
- d. Video.

9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** One video segment will already have been viewed in EO M130.04 and it is necessary to choose other video segments for viewing in any of the complementary periods. A 30-minute period is required for each additional video segment selected. To view all video segments, eight additional periods are required. It is not necessary to watch all the video segments.

EO C130.04 – TOUR A LOCAL AVIATION MUSEUM

1. **Performance.** Tour a Local Aviation Museum.
2. **Conditions**
 - a. Given:
 - (1) transportation as required;
 - (2) supervision; and
 - (3) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Determination of conditions suitable for this training is at the discretion of the squadron Commanding Officer.
3. **Standard.** The cadet shall tour a local aviation museum in order to:
 - a. identify different aviation components that have been described in the classroom; and
 - b. develop an appreciation for aviation history.
4. **Teaching Points.** 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. If the tour is guided, the tour guide should be asked to address the points outlined below. If an instructor from the squadron will conduct the tour, the following points are to be researched in advance and addressed during the tour as appropriate:
 - a. the aircraft seen at the facility (military, civilian or cadet);
 - b. the main components of an airplane;
 - c. the use of the phonetic alphabet;
 - d. local aviation history, to include:
 - (1) aviation figures;
 - (2) notable aviation; and
 - (3) aircraft featured at the museum.
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, or as an introduction to material which will be instructed in the future. This method appeals to visual and tactile learners.
7. **References.** N/A.
8. **Training Aids.** N/A.
9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks**

- a. There is no instructional guide for this EO.
- b. This field trip can be completed on a supported day or during one of the 30 complementary sessions during a parade night.

EO C130.05 – ATTEND A LOCAL AIR SHOW

1. **Performance.** Attend a Local Air Show.
2. **Conditions**
 - a. Given:
 - (1) transportation as required;
 - (2) supervision; and
 - (3) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Determination of conditions suitable for this training is at the discretion of the squadron Commanding Officer.
3. **Standard.** The cadet shall attend a local air show in order to:
 - a. identify different aviation components that have been described in the classroom; and
 - b. develop an appreciation for the civilian and military aviation communities.
4. **Teaching Points.** Cadet squadron personnel are to determine an itinerary for the cadets to follow during the course of the day. If the day is guided, the tour guide or squadron instructor should address the points outlined below if and when appropriate:
 - a. location of major aerodrome components;
 - b. the aircraft seen at the show (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 from the local area; and
 - (2) notable aviation events in the local area;
 - f. aviation careers that are present at this 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 to reinforce learning through observing practical application of instructional material previously taught, or to introduce material which will be instructed in the future. This method appeals to visual and tactile learners.

7. **References.** N/A.

8. **Training Aids.** N/A.

9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks**

- a. There is no instructional guide for this EO.
- b. This field trip can be completed on a supported day or during one of the 30 complementary sessions on a parade night.

SECTION 13**PO 140 – PARTICIPATE IN AEROSPACE ACTIVITIES**

1. **Performance.** Participate in Aerospace Activities.
2. **Conditions**
 - a. Given:
 - (1) heavy paper or construction paper;
 - (2) plastic 35-mm film canisters with internal sealing lids;
 - (3) photocopies of references;
 - (4) transparent tape;
 - (5) scissors;
 - (6) effervescent antacid tablets;
 - (7) paper towels;
 - (8) water;
 - (9) eye protection;
 - (10) markers and pencil crayons;
 - (11) supervision; and
 - (12) assistance as required.
 - b. Denied: N/A.
 - c. Environmental:
 - (1) in-house training: suitable classroom facilities to accommodate the entire group; and
 - (2) practical application: suitable outdoor area for launching rockets.
3. **Standard.** In accordance with specified references; the cadet will build and launch model rockets. This activity is designed to:
 - a. familiarize the cadet with important events in space history; and
 - b. develop their interest in aerospace activities.
4. **Remarks.** N/A.
5. **Complementary Material**
 - a. Complementary material under PO 140 is designed to enhance the cadets' knowledge of aerospace through EO C140.01, which allows the cadets to participate in an activity about Canadian astronauts.
 - b. Complementary training under PO 140 is limited to a total of one period to be conducted during a session or on a supported day. Squadrons are not required to conduct this EO.

EO M140.01 – BUILD AND LAUNCH A MODEL ROCKET

1. **Performance.** Build and Launch a Model Rocket.
2. **Conditions**
 - a. Given:
 - (1) heavy paper or construction paper;
 - (2) plastic 35-mm film canisters with internal sealing lids;
 - (3) photocopies of reference;
 - (4) transparent tape;
 - (5) scissors;
 - (6) effervescent antacid tablets;
 - (7) paper towels;
 - (8) water;
 - (9) eye protection;
 - (10) markers and pencil crayons;
 - (11) supervision; and
 - (12) assistance as required.
 - b. Denied: N/A.
 - c. Environmental:
 - (1) in-house training: suitable classroom facilities to accommodate the entire group; and
 - (2) practical application: suitable outdoor area for launching rockets.
3. **Standard.** In accordance with specified references the cadet shall:
 - a. become familiar with important events in space history; and
 - b. build a model rocket in a manner that will allow a successful launch of the model.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----------|--|-------------------------------|-------------|--------------------------|
| TP1 | Explain important events in space history, to include: <ol style="list-style-type: none"> a. the first rockets; b. manned space missions; and c. further space exploration. | Interactive Lecture | 15 min | C3-016 (pp. 12 to 20) |
| TP2 | Explain, demonstrate and have the cadets construct model rockets by: | Demonstration and Performance | 45 min | C3-016 (pp. 60 to 63) |

| TP | Description | Method | Time | Ref |
|-----|---|-------------------------------|--------|-----------------------|
| | <ul style="list-style-type: none"> a. dividing the class into pairs; b. showing the class what the finished model should look like; c. ensuring each pair has been issued materials including heavy paper, a film canister, tape and scissors; d. demonstrating each step of construction, showing an example of a rocket completed at that stage and then having the cadets complete the step; and e. following this process until the models are complete. | | | |
| TP3 | <p>Explain, demonstrate and have the cadets launch a model rocket by:</p> <ul style="list-style-type: none"> a. moving the class to an area outside that is suitable for launching rockets; b. wearing eye protection and demonstrating the launching process, answering any questions; c. giving the pairs an effervescent tablet, water and eye protection; and d. having the pairs launch the rocket, one pair at a time, assisting them as required. | Demonstration and Performance | 20 min | C3-016 (pp. 60 to 63) |

5. Time

| | | |
|----|--------------------------------|--------|
| a. | Introduction/Conclusion: | 10 min |
| b. | Interactive Lecture: | 15 min |
| c. | Demonstration and Performance: | 65 min |
| d. | Total: | 90 min |

6. Substantiation

- a. The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- b. The demonstration and performance method were chosen due to the practical nature of the subject matter. These methods provide the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance methods must always be used when the taxonomic level of the material requires a performance of a skill. These methods are highly developmentally appropriate for young cadets.

7. **References.** C3-016 EG-2003-01-108-HQ NASA. (2003). *Rockets: A Teacher's Guide With Activities in Science, Mathematics, and Technology*. Washington, DC: NASA.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Heavy paper or construction paper;
- c. Plastic 35-mm film canisters with internal sealing lids;
- d. Photocopies of reference;
- e. Transparent tape;
- f. Scissors;
- g. Effervescent tablets (antacids or analgesics);
- h. Paper towels;
- i. Water;
- j. Eye protection; and
- k. Markers and pencil crayons.

9. **Learning Aids**

- a. Heavy paper or construction paper;
- b. Plastic 35-mm film canisters with internal sealing lids;
- c. Photocopies of reference;
- d. Transparent tape;
- e. Scissors;
- f. Effervescent antacid tablets;
- g. Paper towels;
- h. Water;
- i. Eye protection; and
- j. Markers and pencil crayons.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** N/A.

EO C140.01 – PARTICIPATE IN AN ACTIVITY ABOUT CANADIAN ASTRONAUTS

1. **Performance.** Participate in an Activity About Canadian Astronauts
2. **Conditions**
 - a. Given:
 - (1) astronauts' biographies and fact sheets;
 - (2) list of questions;
 - (3) supervision; and
 - (4) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references the cadet shall participate in an activity on Canadian astronauts that highlights the:
 - a. names of the astronauts;
 - b. education of the astronauts;
 - c. awards the astronauts have received; and
 - d. missions and highlights of the astronauts' careers.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|------------------|--------|------------------|
| TP1 | Conduct an activity on the careers of Canadian astronauts, to include: <ol style="list-style-type: none"> a. setting up the classroom in four stations, one for each astronaut being discussed; b. ensuring each station has a copy of the astronaut's biography, a fact sheet, a set of questions and flipchart paper and markers; c. dividing the class into four groups; d. assigning each group to a station; and e. ensuring that each group reads the information at the station and the questions and write their answers on the provided flipchart paper. | Activity | 10 min | |
| TP2 | Lead a discussion on Canadian astronauts, to include: | Group Discussion | 10 min | C3-028 C3-029 |

| TP | Description | Method | Time | Ref |
|----|--|--------|------|-----|
| | <p>a. having the groups present the information they have collected to the rest of the class, to include:</p> <p>(1) the name of the astronaut;</p> <p>(2) the education of the astronaut;</p> <p>(3) the awards received by the astronaut; and</p> <p>(4) the missions that the astronaut has been on and other career highlights;</p> <p>b. confirming that the groups have correctly identified the information that relates to their assigned astronaut; and</p> <p>c. having the cadets discuss what they have learned.</p> | | | |

5. Time

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

6. Substantiation

- a. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.
- b. The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

7. References

- a. C3-028 Big Sky Astronomical Society. (2006). Retrieved 27 April 2006, from <http://www.bigsky.ab.ca/education.htm>.
- b. C3-029 National Aeronautics and Space Administration. (1997-2006). Retrieved 27 April 2006, from <http://www.jsc.nasa.gov/bios/index.html>.

8. Training Aids. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area.

9. Learning Aids

- a. Copies of the astronauts biographies and fact sheets found in A-CR-CCP-801/PF-001, Chapter 13, Annexes A to D;
- b. List of questions found in A-CR-CCP-801/PF-001, Chapter 13, Annex E;

- c. Flipchart paper; and
 - d. Flipchart markers.
10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm cadets' comprehension of the material during the end of lesson check.
11. **Remarks.** N/A.

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SECTION 14**PO 160 – PARTICIPATE IN AERODROME OPERATIONS ACTIVITIES**

1. **Performance.** Participate in Aerodrome Operations Activities.
2. **Conditions**
 - a. Given:
 - (1) access to references;
 - (2) Bristol board;
 - (3) construction paper;
 - (4) cardboard;
 - (5) small boxes (shoe boxes);
 - (6) white chalk;
 - (7) stick pins;
 - (8) colour markers;
 - (9) scissors;
 - (10) glue;
 - (11) masking tape
 - (12) transportation as required;
 - (13) supervision; and
 - (14) assistance as required.
 - b. Denied: N/A.
 - c. Environmental:
 - (1) in-house training: suitable classroom facilities to accommodate the entire group; and
 - (2) tour: determination of conditions suitable for this training is at the discretion of the squadron Commanding Officer.
3. **Standard.** In accordance with specified references the cadets will participate in aerodrome operations activities in order to identify and construct a model aerodrome that will include:
 - a. major aerodrome components including the features of a runway; and
 - b. aircraft maintenance facilities.
4. **Remarks.** N/A.

5. Complementary Material

- a. Complementary material under PO 160 is designed to enhance the cadets' knowledge of aerodrome operations through a number of activities:
 - (1) EO C160.01 allows the cadets to tour a local aviation maintenance facility; and
 - (2) EO C160.02 allows the cadets to tour a local aerodrome; and
- b. Complementary training under PO 160 is limited to a total of six periods conducted during sessions or on a supported day. Squadrons are not required to use all six periods.

EO M160.01 – IDENTIFY MAJOR AERODROME COMPONENTS

1. **Performance.** Identify Major Aerodrome Components.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadets shall identify the major components of an aerodrome, to include:
 - a. runway;
 - b. taxiway;
 - c. hangars;
 - d. ramp areas;
 - e. control towers;
 - f. terminal buildings;
 - g. wind socks;
 - h. flying schools; and
 - i. fire department.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|---------------------|-------|----------------------------------|
| TP1 | Define the terms aerodrome and airport: <ol style="list-style-type: none"> a. an aerodrome is any area of land or water designed for the arrival, departure and movement of aircraft; and b. an airport is a licensed aerodrome, which possesses a certificate stating it has met all of the airport safety standards. | Interactive Lecture | 3 min | A3-001 (p. 91) |
| TP2 | Discuss the following four components of an aerodrome: <ol style="list-style-type: none"> a. runway – the runway is the area where aircraft take off and land; b. taxiway – the taxiway is the area used by an aircraft to move around the aerodrome between aprons and runways; | Interactive Lecture | 7 min | A3-001 (pp. 91 and 92) C2-002 |

| TP | Description | Method | Time | Ref |
|-----|--|---------------------|-------|-----------------------------------|
| | <p>c. apron – the apron is the part of an aerodrome intended to accommodate the loading and unloading of passengers and cargo; and</p> <p>d. hangar – the hangar is an airport building that is used for storage, protection and maintenance of aircraft.</p> | | | |
| TP3 | <p>Discuss the following four components of an aerodrome:</p> <p>a. control tower – this building is where air traffic controllers and flight service station specialists work;</p> <p>b. terminal buildings – terminal buildings are used for passengers arriving and departing, and are used for baggage and cargo handling;</p> <p>c. windsock – the windsock is used to determine wind speed and direction; and</p> <p>d. flying schools – flying schools are used as training facilities for current pilots and those that wish to pursue such a career.</p> <p>e. fire department – check reference.</p> | Interactive Lecture | 7 min | A3-001 (pp. 93 and 213) C2-002 |

5. **Time**

| | |
|-----------------------------|--------|
| a. Introduction/Conclusion: | 13 min |
| b. Interactive Lecture: | 17 min |
| c. Total: | 30 min |

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

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. C2-002 (ISBN 0-19-541731-3) *The Canadian Oxford Dictionary*. (2001). Don Mills, ON: Oxford University Press.

8. **Training Aids.** Presentation aids (i.e. whiteboard/flipcharts/OHP) appropriate for classroom/training area.

9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm the cadets' comprehension of the material during the end of lesson check and when they construct a model aerodrome during the activity associated with EO M160.03.
11. **Remarks.** N/A.

EO M160.02 – IDENTIFY FEATURES OF A RUNWAY

1. **Performance.** Identify Features of a Runway.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references the cadets shall identify the features of runways, to include:
 - a. runway lights;
 - b. numbering; and
 - c. other runway markings.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|---|---------------------|-------|-----------------------|
| TP1 | Discuss runway lights, to include that different coloured lights identify different parts of the runway: <ol style="list-style-type: none"> a. white lights; and b. red/green lights. | Interactive Lecture | 5 min | A3-001 (p. 93) |
| TP2 | Discuss runway numbering, to include that: <ol style="list-style-type: none"> a. a two digit number is located at each end of the runway on the threshold; b. the numbering of a runway is based upon its magnetic direction; and c. the number used for the direction is the hundreds digit and the tens digit. | Interactive Lecture | 5 min | A3-001 (p. 91) |
| TP3 | Discuss other 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 to 93) |

5. Time

- | | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 15 min |
| b. | Interactive Lecture: | 15 min |
| c. | Total: | 30 min |

6. **Substantiation.** The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
7. **References.** 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 (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area.
9. **Learning Aids.** Flipchart paper and markers.
10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' comprehension of the material during the end of lesson check and when they construct a model aerodrome during the activity associated with EO M160.03.
11. **Remarks.** N/A.

EO M160.03 – CONSTRUCT A MODEL AERODROME

1. **Performance.** Construct a Model Aerodrome.
2. **Conditions**
 - a. Given:
 - (1) access to references;
 - (2) Bristol board;
 - (3) construction paper;
 - (4) cardboard;
 - (5) small boxes (shoe boxes);
 - (6) white chalk;
 - (7) stick pins;
 - (8) colour markers;
 - (9) scissors;
 - (10) glue;
 - (11) masking tape;
 - (12) supervision; and
 - (13) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group and model construction.
3. **Standard.** The cadet shall construct a model aerodrome, including the following components:
 - a. runway;
 - b. taxiway;
 - c. hangars;
 - d. ramp areas;
 - e. control towers;
 - f. terminal buildings;
 - g. wind socks; and
 - h. flying schools.

4. Teaching Points

| TP | Description | Method | Time | Ref |
|-----|---|------------------|--------|--|
| TP1 | <p>Explain how to and have the cadets construct model aerodromes:</p> <ul style="list-style-type: none"> a. separate the class into groups of approximately four cadets; b. review the materials that are available for the cadets to produce the models; c. display a picture of an aerodrome for the cadets to reference; and d. have the cadets construct the aerodrome. | Activity | 35 min | |
| TP2 | Lead a discussion on major components of an aerodrome. Ask the cadets how the information taught in previous aerodrome operations classes assisted them in constructing the model aerodromes. | Group Discussion | 10 min | A3-001 (pp. 13 and 91 to 93) C3-022 |

5. Time

| | |
|-----------------------------|--------|
| a. Introduction/Conclusion: | 15 min |
| b. Activity: | 35 min |
| c. Group Discussion: | 10 min |
| d. Total: | 60 min |

6. Substantiation

- a. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the material taught in EO M160.01 and EO M160.02.
- b. The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

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. C3-022 (ISBN 0-19-541731-3) *The Canadian Oxford Dictionary*. (2001). Don Mills, ON: Oxford University Press.

8. Training Aids

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for the classroom/training area.
- b. Picture of an aerodrome found in A-CR-CCP-801/PF-001, Chapter 14, Annex A;

- c. Bristol board;
- d. Construction paper;
- e. Cardboard;
- f. Small boxes (shoe boxes);
- g. White chalk;
- h. Stick pins;
- i. Colour markers;
- j. Scissors;
- k. Glue; and
- l. Masking tape.

9. **Learning Aids**

- a. Picture of an aerodrome found in A-CR-CCP-801/PF-001, Chapter 14, Annex A;
- 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.** There is no formal assessment of this EO.

11. **Remarks.** N/A.

EO C160.01 – TOUR A LOCAL AVIATION MAINTENANCE FACILITY

1. **Performance.** Tour a Local Aviation Maintenance Facility.
2. **Conditions**
 - a. Given:
 - (1) transportation as required;
 - (2) supervision; and
 - (3) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Determination of conditions suitable for this training is at the discretion of the squadron Commanding Officer.
3. **Standard.** The cadet shall tour a local aviation maintenance facility in order to:
 - a. identify different components of aviation that have been described in the classroom; and
 - b. develop an appreciation for aircraft maintenance careers and opportunities.
4. **Teaching Points.** This tour should be conducted by a member of the maintenance facility's staff or an individual approved by the manager/owner of the facility. The tour guide, whether a facility staff member or squadron staff member, should be asked to address the points outlined below as appropriate during the tour:
 - a. Aircraft maintenance engineers and their role at the maintenance facility;
 - b. Procedures and daily operation of the facility;
 - c. Aircraft identification;
 - d. Main components of an airplane;
 - e. Major aerodrome components;
 - f. Elements of civil aviation, to include:
 - (1) aviation training;
 - (2) local aviation companies and employers;
 - (3) flying clubs; and
 - (4) local aviation events; and
 - g. Any other information the guide may feel is interesting or pertinent.
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, or as an introduction to material which will be instructed in the future. This method appeals to visual and tactile learners.

7. **References.** N/A.
8. **Training Aids.** N/A.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO.
11. **Remarks**
 - a. There is no instructional guide for this EO.
 - b. This field trip can be completed on a supported day or during one of the 30 complementary sessions during a parade night.

EO C160.02 – TOUR A LOCAL AERODROME

1. **Performance.** Tour a Local Aerodrome.
2. **Conditions**
 - a. Given:
 - (1) transportation as required;
 - (2) supervision; and
 - (3) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Determination of conditions suitable for this training is at the discretion of the squadron Commanding Officer.
3. **Standard.** The cadet shall tour a local aerodrome in order to:
 - a. identify the different aviation components that have been described in the classroom; and
 - b. develop an appreciation for the local aviation community and local aviation history.
4. **Teaching Points.** 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. If the tour is guided, the tour guide should be asked to address the points outlined below. If an instructor from the squadron will conduct the tour, the following points are to be researched in advance and addressed during the tour as appropriate:
 - 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 from the local area; and
 - (2) notable aviation events in the local area;
 - f. Aviation careers that are present at this aerodrome; and
 - g. Elements of civilian aviation present at this aerodrome, to include:
 - (1) local aviation providers;
 - (2) flying clubs; and
 - (3) local aviation events.

5. **Time**

- | | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min |
| b. | Tour: | 85 min |
| c. | Total: | 90 min |

6. **Substantiation.** A field trip was chosen to reinforce learning through observing practical application of instructional material previously taught, or as an introduction to material which will be instructed in the future. This method appeals to visual and tactile learners.

7. **References.** N/A.

8. **Training Aids.** N/A.

9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks**

- a. There is no instructional guide for this EO.
- b. This field trip can be completed on a supported day or during one of the 30 complementary sessions during a parade night.

SECTION 15
PO 190 – PARTICIPATE IN A FIELD EXERCISE

1. **Performance.** Participate in a Field 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: N/A.
 - c. Environmental: Field setting, during an outdoor overnight aircrew survival exercise.
3. **Standard.** In accordance with specified references, the cadet will:
 - a. pack equipment for an aircrew survival exercise;
 - b. identify elements of survival psychology;
 - c. maintain personal equipment and hygiene in the field;
 - d. observe site policies and procedures;
 - e. identify types of shelters;
 - f. construct a hootchie-style shelter; and
 - g. light, maintain and extinguish a fire.
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 M190.07 are to be conducted practically during the overnight aircrew survival exercise. These periods are allocated time as guidance for instruction; however, this time is not to be considered as part of the mandatory period allocation.

5. Complementary Material

- a. Complementary material under PO 190 is designed to provide additional aircrew survival skills through a number of activities:
 - (1) EO C190.01 allows the cadets to participate in a presentation by a guest speaker;
 - (2) EO C190.02 allows the cadets to identify environmental injuries;
 - (3) EO C190.03 allows the cadets to tie knots and lashing;
 - (4) EO C190.04 allows the cadets to respect the environment in the field;
 - (5) EO C190.05 allows the cadets to identify regional wildlife; and
 - (6) EO C190.06 allows the cadets to collect drinking water.
- b. Complementary training under PO 190 is limited to a total of nine periods to be conducted during sessions or on a supported day. Squadrons are not required to use all nine periods.

EO M190.01 – PACK PERSONAL EQUIPMENT FOR A FIELD EXERCISE

1. **Performance.** Pack Personal Equipment for a Field Exercise.
2. **Conditions**
 - a. Given:
 - (1) personal clothing and equipment;
 - (2) rucksack or backpack;
 - (3) sleeping bag;
 - (4) supervision; and
 - (5) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references the cadet shall:
 - a. select appropriate clothing for field training; and
 - b. pack personal equipment.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|-------------------------------------|-------------------|--|
| 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 requirements. | Interactive Lecture/ Activity | 20 min/ 10 min | C3-021 (pp. 22 to 25) C3-024 (p. 47) |
| TP2 | Explain and demonstrate packing 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 to 25) C3-024 (p. 47) |

| TP | Description | Method | Time | Ref |
|----|--|--------|------|-----|
| | <p>Note: Where practical, this lesson should be conducted as a demonstration and performance period. The instructor should demonstrate the packing of a backpack with cadets performing the skill immediately after. In some cases the squadron environment may not allow this option in which case the TP will be delivered using the demonstration method only with cadets packing their packs on their own time.</p> | | | |

5. Time

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

6. Substantiation

- The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.
- The demonstration and performance method was chosen due to the practical nature of the subject matter. These methods provide the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance methods must always be used when the taxonomic level of the material requires a performance of a skill. These methods are highly developmentally appropriate for young cadets.

7. References

- C3-021 (ISBN 0-7715-9035-0) McManners, H. *The Complete Wilderness Survival Manual*. (1994). McMillan Canada.
- C3-024 (ISBN 0-7627-0476-4) Roberts, H. *Basic Essentials Backpacking*. (1989). Guilford, CT: The Globe Pequot Press.

8. Training Aids

- Example of core layer clothing;
- Example of second layer clothing;
- Example of outer layer clothing;
- Example of pants suitable for field training;

- e. Example of wool clothing;
- f. Example of cotton clothing;
- g. Example of fleece clothing;
- h. Example of clothing made of synthetic fibres;
- i. Examples of socks appropriate for field training;
- j. Examples of footwear appropriate for field training;
- k. Backpack/rucksack;
- l. Hygiene items; and
- m. Water bottle.

9. **Learning Aids**

- a. Backpack/rucksack;
- b. Hygiene items; and
- c. Various clothing items.

10. **Test Details.** There is no formal assessment of this EO. The instructor shall confirm the cadets' comprehension of the material during the end of lesson check and during the kit inspection conducted prior to departing on the overnight aircrew survival exercise.
11. **Remarks.** EO M190.01 and EO M190.02 are to be delivered at the squadron on the training night prior to the aircrew survival exercise.

EO M190.02 – MAINTAIN PERSONAL EQUIPMENT AND HYGIENE IN THE FIELD

1. **Performance.** Maintain Personal Equipment and Hygiene in the Field.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental:
 - (1) in-house training: suitable classroom facilities to accommodate the entire group; and
 - (2) practical application: field setting during the day and night.
3. **Standard.** In accordance with specified references the cadet shall maintain personal equipment and hygiene in the field, to include:
 - a. ensuring clothing is clean while in the field;
 - 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 | Ref |
|-----|---|---------------------|--------|------------------------|
| TP1 | Explain how to care for personal equipment, to include: <ol style="list-style-type: none"> a. ensuring clothes are clean; b. changing socks as often as possible; and c. ensuring boots are properly maintained. | Interactive Lecture | 7 min | C3-003 (p. 6) |
| TP2 | Explain how to use a knife in the field, to include: <ol style="list-style-type: none"> a. safety precautions and regulations; b. checking for sharpness; and c. caring for the knife. | Interactive Lecture | 9 min | C3-021 (pp. 32 and 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 | Interactive Lecture | 10 min | C3-003 (p. 6) |

| TP | Description | Method | Time | Ref |
|----|------------------------|--------|------|-----|
| | d. disposing of waste. | | | |

5. **Time**

- | | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 4 min |
| b. | Interactive Lecture: | 26 min |
| c. | Total: | 30 min |

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

7. **References**

- a. C3-003 (ISBN 1-896713-00-9) Tawrell, P. (1996). *Camping and Wilderness Survival: the Ultimate Outdoors Book*. Green Valley, ON: Fifteenth Printing.
- b. C3-021 (ISBN 0-7715-9035-0) McManners, H. *The Complete Wilderness Survival Manual*. (1994). Toronto: McMillan Canada.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for the training area; and
- b. Knife.

9. **Learning Aids.** Knife.

10. **Test Details.** There is no formal assessment of this EO. The instructor shall confirm cadets' comprehension of the material during the end of lesson check and throughout the aircrew survival exercise, advising/correcting as necessary.

11. **Remarks.** EO M190.01 and EO M190.02 are to be delivered at the squadron on the training night prior to the aircrew survival exercise.

EO M190.03 – OBSERVE SITE POLICIES AND PROCEDURES

1. **Performance.** Observe Site Policies and Procedures.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting during the day and night.
3. **Standard.** In accordance with specified references the cadet shall observe site policies and procedures in regards to:
 - a. safety;
 - b. fire regulations;
 - c. site layout; and
 - d. self-protection when encountering animals.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|---------------------|--------|--|
| 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 | Interactive Lecture | 10 min | Squadron Standing Orders/ Weekend Operations Order |

| TP | Description | Method | Time | Ref |
|-----|---|---------------------|--------|---|
| | c. environmental procedures, to include: <ol style="list-style-type: none"> (1) garbage disposal; (2) grey water disposal; (3) cutting down live trees; (4) chemical spills; and (5) other information found in weekend operations order that is specific to the training area. | | | |
| TP2 | Explain fire regulations in place at the training site, to include: <ol style="list-style-type: none"> a. what to do in case of fire; b. where the muster point is located; c. the location of fire extinguishers; and d. any other procedures dictated by the base/ area where the exercise is being conducted. | Interactive Lecture | 10 min | Squadron Standing Orders/ Weekend Operations Order |
| TP3 | Give an overview of the layout of the site, to include: <ol style="list-style-type: none"> a. where the command point is located; b. where the first aid area is located and who is in charge of it; c. the tent areas, distinguishing between male and female quarters; d. the location of the fire pit(s); e. the location of the latrines; f. Petroleum, Oil and Lubricant (POL) point and its components; g. the location of the water point area and ensuring the water is stored properly (e.g. in jerry cans); h. the location of wet and dry garbage areas; and i. any other areas that are specific to the field training exercise. | Interactive Lecture | 10 min | Squadron Standing Orders/ Weekend Operations Order |
| TP4 | Discuss safety measures with regards to animals, to include: | Interactive Lecture | 15 min | A3-010 (pp. 3-59 and 3-60) C3-003 (pp. 17 to 72, 731 to 734, 738, 739 and 741) |

| TP | Description | Method | Time | Ref |
|----|--|--------|------|---|
| | <p>a. potentially dangerous animals indigenous to local training areas, to include:</p> <p>(1) bears;</p> <p>(2) cougars;</p> <p>(3) rattlesnakes;</p> <p>(4) moose;</p> <p>(5) bison;</p> <p>(6) elk; and</p> <p>(7) wolves; and</p> <p>b. self-protection regarding these animals (preventative measures and defence actions).</p> | | | <p>C3-006 (pp. 72, 73, 77, and 81 to 83)</p> <p>C3-007 (pp. 128, 129 and 131)</p> |

5. **Time**

| | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 15 min |
| b. | Interactive Lecture: | 45 min |
| c. | Total: | 60 min |

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

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: Fifteenth Printing.
- 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: Simon & Schuster.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for the training area; and
- b. Bivouac site.

9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm cadets' knowledge throughout the aircrew survival exercise.

11. **Remarks.** N/A.

EO M190.04 – DISCUSS SURVIVAL PSYCHOLOGY

1. **Performance.** Discuss Survival Psychology.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting during the day.
3. **Standard.** In accordance with specified references, cadets 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 | Ref |
|-----------|---|----------------------------------|------------------|----------------------------|
| TP1 | Explain the role of fear in a survival situation, to include: <ol style="list-style-type: none"> a. factors that produce fear; and b. dealing with fear. | Interactive Lecture | 5 min | A3-016 (pp. 11 to 16) |
| TP2 | Explain taking action when lost, either when alone or when in a group, to include avoiding getting lost and employing “ STOP ”: S – stop(ping); T – think(ing); O – observe(ing); and P – plan(ing). | Activity/ Interactive Lecture | 5 min/ 5 min | C3-005 (pp. 133 to 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. shelter; c. signals; d. fire; and e. food and water. | Interactive Lecture/ Activity | 5 min/ 10 min | A3-016 (pp. 11 to 16) |

| TP | Description | Method | Time | Ref |
|-----|---|------------------------------|------------------|-----------------------|
| TP4 | Explain the seven enemies of survival and how to combat them, to include: a. pain; b. cold; c. thirst; d. hunger; e. fatigue; f. boredom; and g. loneliness. | Interactive Lecture/Activity | 10 min/ 5 min | A3-016 (pp. 11 to 16) |

5. **Time**

- | | |
|-----------------------------|--------|
| a. Introduction/Conclusion: | 15 min |
| b. Interactive Lecture: | 45 min |
| c. Total: | 60 min |

6. **Substantiation**

- a. The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- b. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

7. **References**

- a. A3-016 B-GA-217-001/PT-001, *Down But Not Out*. (ND.). Ottawa, ON: National Defence.
- b. C3-005 Sierra Club, San Diego Chapter. *Wilderness Basics: The Complete Handbook for Hikers & Backpackers*. (1999). Portland, Oregon: The Mountaineers Book.

8. **Training Aids.** Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for the classroom/training area.

9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm cadets' comprehension of the material during the end of lesson check and during the aircrew survival exercise.

11. **Remarks.** N/A.

EO M190.05 – IDENTIFY TYPES OF SHELTERS

1. **Performance.** Identify Types of Shelters.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting during the day.
3. **Standard.** In accordance with specified references, cadets shall identify:
 - 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 | Ref |
|-----|--|-------------------------------------|-----------------|---|
| TP1 | <p>Explain the importance of site selection with respect to the following points:</p> <ol style="list-style-type: none"> a. site selection should begin before dark if possible. The shelter should be built near a source of water, building materials (trees, boughs) and fuel; b. land considerations: <ol style="list-style-type: none"> (1) area must be large enough for the planned shelter; (2) area should not be at the bottom of a hill. It should be relatively flat, but slightly sloped to allow drainage; and (3) dry river gullies should be avoided; c. water considerations: <ol style="list-style-type: none"> (1) shelter should not be built too close to water in order to avoid insects; and (2) shelter should not be built too close to the source of drinking water; | Interactive Lecture/ Activity | 5 min/ 5 min | C3-002 (pp. 125 to 131) C3-003 (pp. 96 to 104) C3-004 (p. 46) |

| TP | Description | Method | Time | Ref |
|-----|---|---------------------|-------|--|
| | <p>d. animal and insect considerations:</p> <ol style="list-style-type: none"> (1) avoid setting up a shelter where there are animal trails or water holes; (2) fast flowing streams will have fewer insects nearby than still water; and (3) try to avoid areas infested with ants or bees; and <p>e. other considerations:</p> <ol style="list-style-type: none"> (1) there should be an area nearby to construct signals; (2) the entrance of the shelter should face the sun to add warmth and increase morale; (3) very thick woods should be avoided – it will be hard to dry the shelter or fuel; (4) try to find a natural windbreak or a place that is away from strong wind currents; (5) avoid swampy terrain; and (6) a place for a fire should be located in front of the opening of the shelter. | | | |
| TP2 | <p>Describe natural shelters, to include:</p> <ol style="list-style-type: none"> a. natural shelters are effective to use in situations where there are limited resources. Different types can be used for short term or long term shelters; and b. two types of shelters that are commonly used are caves and fallen trees. | Interactive Lecture | 5 min | C3-002 (pp. 244, 245, 260 and 261) |
| TP3 | <p>Describe improvised shelters, to include:</p> <ol style="list-style-type: none"> a. improvised shelters are used in situations where immediate protection from the elements is required. They are shelters that can be constructed quickly from various materials; and b. two types of improvised shelters commonly used are the A-frame and the lean-to. | Interactive Lecture | 5 min | C3-002 (pp. 247 to 250) |
| TP4 | <p>Describe tentage, to include that tentage is a more permanent type of shelter that is useful for coping with the elements. Common types of tentage used are:</p> <ol style="list-style-type: none"> a. arctic tents; b. modular tents; and | Interactive Lecture | 5 min | A3-012 (pp. 3-22 to 3-24) A3-009 (pp. 3 to 7) |

| TP | Description | Method | Time | Ref |
|----|------------------------|--------|------|-----|
| | c. commercial tentage. | | | |

5. Time

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

6. Substantiation

- a. The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- b. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

7. References

- a. A3-009 A-CR-CCP-107/PT-002, *Royal Canadian Army Cadet Winter Adventure Training Manual*. (1979). Ottawa, ON: Cadets Canada.
- b. A3-012 B-GG-302-002/FP-001, *Specific Operations*, Vol. 2, Part 1 – Basic Cold Weather Training.
- c. C3-002 (ISBN 0-00-653140-7) Wiseman, J. (1999). *The SAS Survival Handbook*. Hammersmith, London: HarperCollins.
- d. C3-003 (ISBN 1-896713-00-9) Tawrell, P. (1996). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. Green Valley, ON: Fifteenth Printing.
- e. C3-004 (ISBN 1-85227-866-8) Davies, B. (1999). *SAS Encyclopedia of Survival*. Virgin Publications.

8. Training Aids

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for the training area;
- b. Twine;
- c. Example of a good shelter site;
- d. Example of a poor shelter site;
- e. Cave (if in the training site);
- f. Fallen tree that could be used as a shelter (if in the training site);
- g. A-frame shelter;
- h. Lean-to shelter;
- i. Modular tent (if available);
- j. Arctic tent (if available); and
- k. Commercial tentage (if available).

9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm cadets' comprehension of the material when they construct a hootchie-style shelter in EO M190.06.
11. **Remarks.** N/A.

EO M190.06 – CONSTRUCT A HOOTCHIE-STYLE SHELTER

1. **Performance.** Construct a Hootchie-style Shelter.
2. **Conditions**
 - a. Given:
 - (1) ground sheets;
 - (2) twine;
 - (3) pegs;
 - (4) other materials and equipment as required;
 - (5) supervision; and
 - (6) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable outdoor training area to accommodate the entire group and shelter construction.
3. **Standard.** In accordance with specified references the cadets, in groups of two, shall construct a hootchie-style shelter, by:
 - a. obtaining appropriate supplies;
 - b. selecting an appropriate site;
 - c. zipping ground sheets together;
 - d. tying the ground sheets to trees;
 - e. pegging the ground sheets to the ground; and
 - f. digging trenches.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|---------------|--------|--|
| TP1 | <p>Explain and demonstrate the procedure for constructing a hootchie-style shelter, to include:</p> <ol style="list-style-type: none"> a. obtaining the appropriate supplies; b. selecting the appropriate site; c. checking each ground sheet for fatigue and holes; d. zipping the two ground sheets together; e. tying each end of the ground sheets to the trees ensuring they are waist high of the tallest person; f. ensuring the ground sheets are pulled tight between the two trees; | Demonstration | 25 min | C3-003 (pp. 96 to 101) C3-002 (pp. 242, 243 and 247) |

| TP | Description | Method | Time | Ref |
|-----|---|-------------|--------|--|
| | <p>g. pulling the bottom of the ground sheets out tightly and pegging each grommet approximately 5 cm above the ground to allow for ventilation; and</p> <p>h. digging small trenches around the shelter to allow for effective drainage.</p> | | | |
| TP2 | Have the cadets construct a hootchie-style shelter. | Performance | 60 min | C3-003 (pp. 96 to 101) C3-002 (pp. 242, 243 and 247) |

5. Time

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

6. **Substantiation.** The demonstration and performance method was chosen due to the practical nature of the subject matter. These methods provide the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance methods must always be used when the taxonomic level of the material requires a performance of a skill. These methods are highly developmentally appropriate for young cadets.

7. References

- C3-002 (ISBN 0-00-653140-7) Wiseman, J. (1999). *The SAS Survival Handbook*. Hammersmith, London: HarperCollins.
- C3-003 (ISBN 1-896713-00-9) Tawrell, P. (1996). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. Green Valley, ON: Fifteenth Printing.

8. Training Aids

- Completed hootchie-style shelter for demonstration purposes;
- Rope/twine;
- Knife;
- Shovel;
- Ground sheets; and
- Pegs.

9. Learning Aids

- Rope/twine;
- Knives;

- c. Shovel;
 - d. Ground sheets; and
 - e. Pegs.
10. **Test Details.** There is no formal assessment of this EO. This lesson includes a practical shelter building exercise, and the instructor may ask the cadets oral questions based on the teaching points.
11. **Remarks.** The directives included in the TREES program are to be followed during this lesson.

EO M190.07 – LIGHT, MAINTAIN AND EXTINGUISH A FIRE

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: N/A.
 - c. Environmental: Suitable field setting that has appropriate Forest Service ratings for lighting fires.
3. **Standard.** In accordance with specified references and with due regard for safety and environmental concerns and in the spirit of a survival situation, the cadets, in small groups, shall:
 - a. adhere to all fire safety principles;
 - b. light a fire, by:
 - (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, by:
 - (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, by:
 - (1) smothering the fire with wet earth and/or water; and
 - (2) filling in the fire pit.

4. Teaching Points

| TP | Description | Method | Time | Ref |
|-----|---|-------------------------------|--------|-----------------------------|
| TP1 | <p>Explain principles of fire safety, to include:</p> <ul style="list-style-type: none"> a. Forest Fire Danger Rating System. The system uses weather, fuel and topographic data to rate the potential for forest fire behaviour. The forest Fire Danger Rating System must be at a suitable level prior to starting a fire; b. strong winds; and c. size of fire. | Interactive Lecture | 5 min | C3-003 (Chapter 10, p. 122) |
| TP2 | <p>Explain, demonstrate and have the cadets determine an appropriate site location and layout for a fire, to include:</p> <ul style="list-style-type: none"> a. avoiding windy areas as the fire can flare up and burn out of control; b. clearing the ground of all inflammable material before starting the fire; c. not building the fire against an old log or tree trunk as it may smolder and catch fire in a breeze; d. not building the fire below the boughs of a tree as they will be dried by the heat and might catch fire; e. surrounding the fire with dry rocks; f. building the fire a suitable distance from the shelter so the smoke will not infiltrate it when the wind changes direction; and g. placing appropriate firefighting equipment in close proximity to the fire. | Demonstration and Performance | 15 min | C3-003 (p. 122) |
| TP3 | <p>Identify the required elements of a fire, to include:</p> <ul style="list-style-type: none"> a. oxygen; b. spark or heat; and c. fuel. <p>Note:</p> <ol style="list-style-type: none"> 1. If any one of the elements is removed, the fire will extinguish. 2. When lighting a fire, always ensure adequate ventilation, enough fuel and a hot enough source to ignite the fuel. | Interactive Lecture | 5 min | C3-002 (p. 266) |

| TP | Description | Method | Time | Ref |
|-----|--|-------------------------------|--------|--|
| TP4 | Describe types of fires, to include: <ol style="list-style-type: none"> a. warmth and comfort fires; b. signal fires; and c. cooking fires. | Interactive Lecture | 15 min | C3-003 (pp. 122 to 135) |
| TP5 | Explain, demonstrate, and have the cadets practice lighting, maintaining and extinguishing fires, to include: <ol style="list-style-type: none"> a. lighting a fire, to include: <ol style="list-style-type: none"> (1) methods for obtaining a spark, to include: <ol style="list-style-type: none"> (a) matches; (b) flint and steel; (c) magnifying glasses; and (d) strands of steel wool; (2) selection and preparation of tinder; (3) selection and preparation of kindling; (4) selection and preparation of fuel; and (5) ventilation; b. maintaining a fire by: <ol style="list-style-type: none"> (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 c. extinguishing a fire, by: <ol style="list-style-type: none"> (1) ensuring that all sparks have been put out by thoroughly smothering the fire with wet earth, sand and/or water; and (2) filling in the fire pit. | Demonstration and Performance | 45 min | C3-003 (pp. 122 to 130) C3-002 (pp. 268 to 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

- a. The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- b. The demonstration and performance methods were chosen due to the practical nature of the subject matter. These methods provide the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance methods must always be used when the taxonomic level of the material requires a performance of a skill. These methods are highly developmentally appropriate for young cadets.

7. References

- a. C3-002 (ISBN 0-00-653140-7) Wiseman, J. (1999). *The SAS Survival Handbook*. Hammersmith, London: HarperCollins.
- b. C3-003 (ISBN 1-896713-00-9) Tawrell, P. (1996). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. Green Valley, ON: Fifteenth Printing.

8. Training Aids

- a. Completed tepee fire;
- b. Completed signal fire;
- c. Completed cooking/log cabin fire;
- d. Flagging 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.** There is no formal assessment of this EO. The instructor will confirm cadets' comprehension of the material during the practical aspects of TP2 and TP5.

11. **Remarks.** The directives included in the TREES program are to be followed during this lesson.

EO C190.01 – PARTICIPATE IN A PRESENTATION GIVEN BY A MEMBER OF A SURVIVAL ORGANIZATION

1. **Performance.** Participate in a Presentation Given by a Member of a Survival Organization.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental:
 - (1) suitable classroom facilities/training area large enough to accommodate entire group; or
 - (2) field setting during the day.
3. **Standard.** The cadet shall participate in a presentation given by a member of a survival organization so that they may gain an appreciation for and knowledge of different aspects of survival training.
4. **Teaching Points.** Guest speakers are asked to:
 - a. give a description of the company/organization that they are a member of;
 - b. give a description of their role and duties;
 - c. outline the training and experience required to do their job;
 - d. give a description of a day in the life of a member of a survival organization;
 - e. relate some anecdotes; and
 - f. facilitate a question and answer period.
5. **Time**
 - a. Presentation: 60 min
 - b. Total: 60 min
6. **Substantiation.** Use of a guest speaker would provide an opportunity for the cadets to meet and hear from a member of the aviation, aerospace or aerodrome operations community. A guest speaker will provide an experienced view and promote interest in the topic.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO.
11. **Remarks**
 - a. Required training aids should be determined by contacting the speaker prior to the presentation. The instructor should have presentation aids readily available.

- b. There is no instructional guide for this EO.
- c. This presentation can be conducted in the classroom or on the field training exercise.
- d. For a list of possible organizations to contact see the National Search and Rescue Secretariat Website at www.nss.gc.ca/sar_directory/index_e.asp.

EO C190.02 – IDENTIFY ENVIRONMENTAL INJURIES

1. **Performance.** Identify Environmental Injuries.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting during the day.
3. **Standard.** In accordance with specified references the cadet shall identify the signs and symptoms of:
 - a. hiking related injuries;
 - b. frostbite;
 - c. hypothermia; and
 - d. heat-related injuries.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|---|---------------------|-------|--|
| 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 and 164) C3-014 (p. 213) C3-013 (pp. 120 and 121) C3-003 (p. 306) |
| TP2 | Explain how to recognize frostbite injuries, to include: <ol style="list-style-type: none"> a. incipient (frost nip); b. superficial frostbite; and c. deep frostbite. | Interactive Lecture | 5 min | C3-015 (pp. 129 and 130) |
| TP3 | Explain how to recognize the signs and symptoms of hypothermia, to include: <ol style="list-style-type: none"> a. causes of hypothermia; b. hints to prevent hypothermia; and c. signs to watch for. | Interactive Lecture | 5 min | C3-015 (pp. 120, 122 to 124) |
| TP4 | Explain how to recognize heat-related injuries, to include: | Interactive Lecture | 5 min | C3-002 (pp. 446 to 448) |

| TP | Description | Method | Time | Ref |
|----|---|--------|------|-----|
| | a. heat cramps; b. heat exhaustion; c. heatstroke; d. sunburn; e. sore eyes; and f. dehydration. | | | |

5. **Time**

| | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 10 min |
| b. | Interactive Lecture: | 20 min |
| c. | Total: | 30 min |

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

7. **References**

- a. C3-002 (ISBN 0-00-653140-7) Wiseman, J. (1999). *The SAS Survival Handbook*. Hammersmith, London: HarperCollins.
- b. C3-003 (ISBN 1-896713-00-9) Tawrell, P. (1996). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. Green Valley, ON: Fifteenth Printing.
- c. C3-007 (ISBN 0-684-85909-2) Harvey, M. (1999). *The National Outdoor Leadership School's Wilderness Guide*. New York: Simon & Schuster.
- d. C3-013 (ISBN 0-7360-4602-X) Clark, N. (2003). *Nancy Clark's Sports Nutrition Guidebook*. United States: Nancy Clark.
- e. C3-014 (ISBN 0-3955-2808-9) Alter, J. (1986). *Stretch & Strengthen*. United States: Judith Alter.
- f. C3-015 (ISBN 0-89886-643-X) Weiss, H. (1992). *Secrets of Warmth for Comfort or Survival*. Seattle, WA: The Mountaineers.

8. **Training Aids.** Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area.

9. **Learning Aids**

- a. Slips of paper with different environmental injuries' symptoms found in A-CR-CCP-801/PF-001, Chapter 15, Annex D; and
- b. Container to hold the slips of paper.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** N/A.

EO C190.03 – TIE KNOTS AND LASHINGS

1. **Performance.** Tie Knots and Lashings.
2. **Conditions**
 - a. Given:
 - (1) lengths of cord/twine;
 - (2) supervision; and
 - (3) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Suitable classroom facilities/training area to accommodate the entire group and rope work.
3. **Standard.** In accordance with specified references the cadet shall:
 - a. describe the use of specific knots and lashings; and
 - b. tie knots and lashings.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----------|--|-------------------------------|-------------|--|
| TP1 | Explain the parts of a rope, to include: <ol style="list-style-type: none"> a. working end; b. working part; c. standing part; d. standing end; e. loop; and f. bight. | Interactive Lecture | 5 min | C3-026 (p. 29) |
| TP2 | Explain, demonstrate and have the cadets tie the following knots: <ol style="list-style-type: none"> a. reef knot; b. sheet bend; c. clove hitch; and d. bowline. | Demonstration and Performance | 25 min | C3-026 (pp. 98, 104 to 106, 112, 113 and 162 to 165) C3-025 (pp. 42, 43, 72, 122 and 128) |
| TP3 | Explain, demonstrate and have the cadets tie the following lashings: <ol style="list-style-type: none"> a. round; b. square; c. sheer; and d. tripod. | Demonstration and Performance | 25 min | C3-002 (p. 337) C3-026 (pp. 180, 181 and 184 to 188) C3-027 (pp. 56 to 58) |

5. **Time**

- | | |
|-----------------------------------|--------|
| a. Introduction/Conclusion: | 5 min |
| b. Interactive Lecture: | 5 min |
| c. Demonstration and Performance: | 50 min |
| d. Total: | 60 min |

6. **Substantiation**

- a. The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- b. The demonstration and performance method was chosen due to the practical nature of the subject matter. These methods provide the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance methods must always be used when the taxonomic level of the material requires a performance of a skill. These methods are highly developmentally appropriate for young cadets.

7. **References**

- a. C3-002 (ISBN 0-00-653140-7) Wiseman, J. (1999). *The SAS Survival Handbook*. Hammersmith, London: HarperCollins.
- b. C3-025 (ISBN 0-688-01226-4) Bigon, M., and Regazzoni, G. (1981). *The Morrow Guide to Knots*. New York: Quill/William Morrow.
- c. C3-026 (ISBN 1-55267-218-2) Pawson, D. (2001). *Pocket Guide to Knots and Splices*. London: PRC.
- d. C3-027 (ISBN 0-7627-0428-4) Jacobson, C. (1990). *Basic Essentials: Knots for the Outdoors*. Guildford, CT: The Globe Pequot Press.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Post/tree to tie knots around; and
- c. Length of cord/twine.

9. **Learning Aids**

- a. Length of cord/twine; and
- b. Post/tree to tie knots around.

10. **Test Details.** There is no formal assessment of this EO. The instructor shall confirm cadets' ability to tie knots and lashing during the practical aspects of the lesson.

11. **Remarks.** N/A.

EO C190.04 – RESPECT THE ENVIRONMENT IN THE FIELD

1. **Performance.** Respect the Environment in the Field.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting during day and night.
3. **Standard.** In accordance with specified references, cadets shall, during the conduct of a field training exercise, respect the environment:
 - a. by practicing low impact camping;
 - b. when cooking;
 - c. when washing; and
 - d. by properly disposing of waste.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|--|---------------------|-------|---|
| TP1 | Discuss the importance of low impact camping. The goal of low impact camping is to leave behind no trace that indicates that a wilderness area has been used or passed through. By acting responsibly and taking a few precautions, a site can be left in the same natural condition for the next person to enjoy. | Interactive Lecture | 5 min | C3-005 (pp. 251 to 253) C3-008 (pp. 98 to 100) |
| TP2 | Discuss the following factors related to respecting the environment while cooking: <ol style="list-style-type: none"> a. Avoid dropping or draining food on the ground in cooking area; b. Waste water from cooking, when cooled, should be evenly distributed across the ground away from the cooking area and bivouac site. Do not dump waste water into ground water; and c. Any garbage should be packed up immediately. Pack wet waste in a sealed container or plastic bag. Remember to divide garbage up for recycling – cardboard, paper, metal, plastic, glass, etc. | Interactive Lecture | 4 min | C3-005 (pp. 253 to 255) |

| TP | Description | Method | Time | Ref |
|-----|---|---------------------|-------|--------------------------|
| TP3 | <p>Discuss the following factors related to respecting the environment while washing:</p> <p>a. Any oils (sunscreen, grease, fuel residue, body oils, etc.) should be washed off before swimming, and soap should not be used when bathing;</p> <p>b. To bathe with soap, carry a pot or basin of water at least 100 m away from a groundwater source, then sponge bathe; and</p> <p>c. If bathing with soap, use as little as possible and ensure the site is on high and dry ground. In the winter, clean snow can be used following the same guidelines.</p> | Interactive Lecture | 4 min | C3-005 (pp. 254 and 255) |
| TP4 | <p>Discuss the following waste disposal methods:</p> <p>a. Wherever possible, use an established toilet, outhouse or portable toilet;</p> <p>b. If in a small group, each person selects a private and dry place to dig a small hole to use as a latrine; and</p> <p>c. If in a group of 12 or more, a latrine should be dug for communal use.</p> | Interactive Lecture | 3 min | C3-005 (pp. 257 and 258) |

5. Time

| | |
|-----------------------------|--------|
| a. Introduction/Conclusion: | 4 min |
| b. Interactive Lecture: | 16 min |
| c. Total: | 30 min |

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

7. References

- a. C3-005 Sierra Club, San Diego Chapter. (1999). *Wilderness Basics: The Complete Handbook for Hikers & Backpackers*. Portland, Oregon: 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 camping site (if in the training site);
- b. Biodegradable soap; and
- c. Biodegradable shampoo.

9. **Learning Aids.** Scenario sheets found in A-CR-CCP-801/PF-001, Chapter 15, Annex A.
10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm cadets' comprehension of the material during the end of lesson check.
11. **Remarks.** N/A.

EO C190.05 – IDENTIFY REGIONAL WILDLIFE

1. **Performance.** Identify Regional Wildlife.
2. **Conditions**
 - a. Given:
 - (1) supervision; and
 - (2) assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting during the day and night.
3. **Standard.** In accordance with specified references the cadet shall identify the different types of regional wildlife found in the local area.
4. **Teaching Points**

| TP | Description | Method | Time | Ref |
|-----|---|------------------|--------|----------------------------|
| TP1 | Conduct an activity on regional wildlife in the local area, by: <ol style="list-style-type: none"> a. setting up a learning station for each animal being presented; b. preparing sets of five index cards per learning station. The headings on these cards shall be: <ol style="list-style-type: none"> (1) general description; (2) habitat; (3) diet; (4) breeding characteristics; and (5) unique characteristics; c. dividing the class into groups. The number of groups will match the number of learning stations; d. placing each group at a different station; e. indicating when the cadets rotate through the stations after an appropriate amount of time; and f. having the cadets take the index cards with them from each station. | Activity | 15 min | C3-018 C3-019 C3-020 |
| TP2 | Lead a discussion on regional wildlife, to include: | Group Discussion | 10 min | C3-018 C3-019 C3-020 |

| TP | Description | Method | Time | Ref |
|----|--|--------|------|-----|
| | a. having the groups present the information they have collected to the rest of the class, to include the animals': (1) general description; (2) habitat; (3) diet; (4) breeding characteristics; and (5) unique characteristics; b. having the cadets discuss what they have learned. | | | |

5. **Time**

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

6. **Substantiation**

- a. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.
- b. The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

7. **References**

- a. C3-018 Wikipedia, the Free Encyclopedia. (2006). Retrieved 24 April 2006, from [http://en.wikipedia.org/wiki/Habitat_\(ecology\)](http://en.wikipedia.org/wiki/Habitat_(ecology)).
- b. C3-019 Wikipedia, the Free Encyclopedia. (2006). Retrieved 24 April 2006, from [http://en.wikipedia.org/wiki/Diet_\(nutrition\)](http://en.wikipedia.org/wiki/Diet_(nutrition)).
- c. C3-020 Hinterland Who's Who. (2006). Retrieved 24 April 2006, from http://www.hww.ca/index_e.asp.

8. **Training Aids.** Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area.

9. **Learning Aids.** Learning stations.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** N/A.

EO C190.06 – COLLECT DRINKING WATER IN THE FIELD

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: N/A.
 - c. Environmental: Field setting during the day and night.
3. **Standard.** In accordance with specified references the cadet shall collect drinking water, by:
 - a. finding 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 | Ref |
|-----|---|-------------------------------|--------|---|
| TP1 | Describe the steps to conserve water, to include: <ol style="list-style-type: none"> a. dehydration; and b. retaining fluids. | Interactive Lecture | 15 min | C3-021 (pp. 68 to 77) C3-002 (pp. 22 to 24) |
| TP2 | Explain and demonstrate how to collect drinking water, by: <ol style="list-style-type: none"> a. finding water; b. creating a rain collector; c. collecting dew; d. creating a solar still; and e. digging for ground water. | Demonstration and Performance | 40 min | C3-021 (pp. 68 to 77) C3-002 (pp. 22 to 24) C3-003 (pp. 149 to 152) |

5. Time

| | | |
|----|--------------------------------|--------|
| a. | Introduction/Conclusion: | 5 min |
| b. | Interactive Lecture: | 15 min |
| c. | Demonstration and Performance: | 40 min |
| d. | Total: | 60 min |

6. Substantiation

- a. The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- b. The demonstration and performance methods were chosen due to the practical nature of the subject matter. These methods provide the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance methods must always be used when the taxonomic level of the material requires a performance of a skill. These methods are highly developmentally appropriate for young cadets.

7. References

- a. C3-002 (ISBN 0-00-653140-7) Wiseman, J. (1999). *The SAS Survival Handbook*. Hammersmith, London: HarperCollin.
- b. C3-003 (ISBN 1-896713-00-9) Tawrell, P. (1996). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. Green Valley, ON: Fifteenth Printing.
- c. 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 (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Plastic bags;
- c. Plastic sheets;
- d. Shovels;
- e. Pegs; and
- f. Cup or bowl.

9. Learning Aids

- a. Plastic bags;
- b. Plastic sheets;
- c. Shovels;
- d. Pegs; and
- e. Cup or bowl.

10. **Test Details.** There is no formal assessment of this EO.
11. **Remarks.** N/A.