

CHAPTER 6
PO 106 – FIRE THE CADET AIR RIFLE



**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 1

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

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Carry out a safety precaution check on all rifles to be used during this lesson.

State to cadets that the rifles have been inspected and are safe to handle.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified the parts and characteristics of the Daisy 853C air rifle.

IMPORTANCE

Cadets must have a basic knowledge of the cadet air rifle in order to understand how the rifle works and how to safely follow directions given on the range.

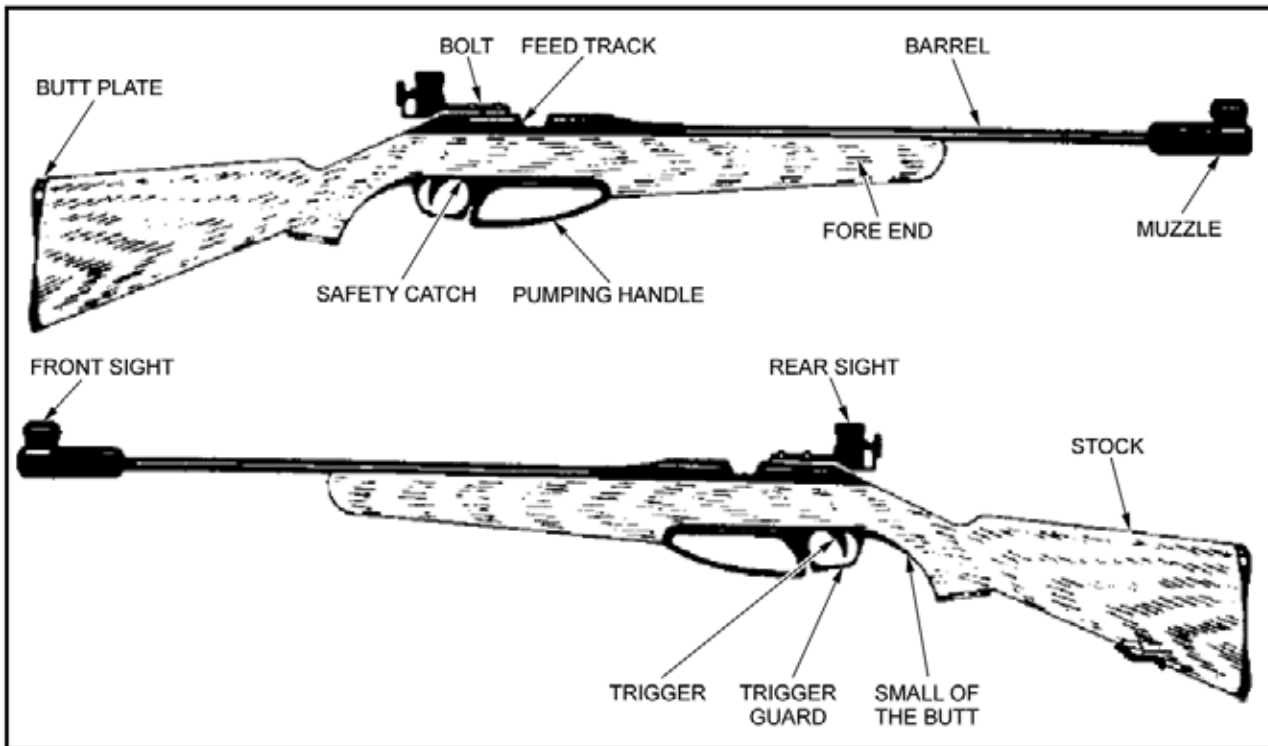
Teaching Point 1**Identify the parts of the Daisy 853C air rifle.**

Time: 15 min

Method: Interactive Lecture

PARTS

- Depending on the number of rifles available, distribute them with an optimum ratio of one rifle for every two cadets.
- When possible, have a second instructor in the room to assist.
- **For safety purposes, maintain strict class control at all times.**



A-CR-CCP-177/PT-001

Figure 1 Parts of the Cadet Air Rifle

Butt plate (end of the butt). It is the part of the rifle directly in contact with the marksman's shoulder. When fitted properly, the butt plate aids in achieving a snug fit, and a consistent placement of the rifle into the shoulder. The addition of butt spacers allows for this adjustment in length.

Spacers. Plastic inserts that can be added or removed from the butt plate to vary its length. To add or take away butt spacers, use a Phillips screwdriver to loosen the butt plate and slide in/out the amount of spacers desired.

Small of the butt (pistol grip). Curved area directly behind the trigger guard where the hand controlling the trigger grips the rifle.

Stock. Complete wooden portion of the rifle (from the butt plate end forward).

Fore end (of the stock). Wooden portion of the stock from the trigger guard forward, in which the barrel and the rifle mechanism are encased.

Sling. It is a web sling made of nylon. Links the rifle to the marksman's arm to support most of the weight of the rifle. One end attaches to the sling bracket and the other to the upper arm.

Sling bracket (hand stop). Adjustable metal clasp attached to the fore stock used to affix the sling to the rifle. It also acts as a hand stop, used to rest the left hand to prevent it from moving.

Trigger. Movable device that releases a spring and releases the rifle mechanism. This rifle has a single stage trigger that cannot be adjusted for weight.

Trigger guard. Metal band that surrounds and protects the trigger.

Safety catch. This is a mechanism that, once engaged, prevents the rifle from firing by locking the trigger in place. It is a cross bolt type device located on the trigger guard. The black side indicates that the rifle is unable to fire; the red side indicates the rifle is ready to fire. It should be ON (no red) at all times, unless firing.

Bolt. Metal lever used for opening or closing the rifle mechanism. It must be in the closed position in order to fire. For maximum safety when the rifle is uncased and not firing, the bolt should be kept open.

Pump handle. Metal lever used to compress the air required to fire the pellet. Whenever the rifle is in a "safe rifle status", the pump lever should be left partially open.

Front sight. Global front sight that uses aperture inserts.

Rear sight. Micrometer sight adjustable for windage and elevation. It is easily attached to a metal rail located above the action. This rail allows for adjustment of the sight forward or backward, in order to maintain proper eye relief. The sight is attached using a small flat-blade screwdriver.

Muzzle. Front end of the barrel equipped with attachable barrel weight.

Barrel with barrel weight. Steel tube through which the pellet travels, extending from the muzzle to the chamber. The barrel weight ensures that the rifle's weight is evenly distributed and that the rifle's balance is maintained.

Bore. Interior of the barrel has spiral grooves cut into it. The lands are the ridges of metal between the grooves. Together, the grooves and lands are called rifling.

Feed track. Delicate area where the pellet is inserted manually onto a single pellet adapter, or with a five-shot clip.

Single shot adapter. Plastic clip that aids in placing a pellet in the chamber.

Five-shot clip. Plastic clip that holds a maximum of five pellets and used to place the pellets in the chamber.

Chamber. Location where the pellet is held before firing.

CONFIRMATION OF TEACHING POINT 1

QUESTION:

The instructor shall ensure that the cadet can identify the parts of the cadet air rifle by physically pointing to the parts, and having the cadets properly name the part.

Teaching Point 2**Identify the characteristics of the Daisy 853C air rifle.**

Time: 10 min

Method: Interactive Lecture

CHARACTERISTICS

Identify the main characteristics of the cadet air rifle. Focus on these points during the confirmation section of this TP.

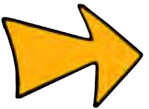
The characteristics of the Daisy 853C air rifle are:

- **Action.** Single pump pneumatic, straight pull-bolt;
- **Total Length.** 97.8 cm;
- **Total Weight.** 2.5 kg;
- **Calibre.** 0.177 calibre (4.5 mm);
- **Front Sight.** Global type with interchangeable aperture inserts;
- **Rear Sight.** Fully adjustable peep rear sight with micrometer click adjustment;
- **Muzzle Velocity.** 150.8 metres per second;
- **Loading.** Single or auto indexing 5 pellet clip;
- **Stock.** Full-length, sporter-styled hardwood with adjustable length;
- **Safety.** Manual crossbolt trigger block with red indicator;



These characteristics are “Nice to Know” and should be taught only if time permits.

- **Barrel.** Lothar Walther rifled high-grade steel barrel with weight: crowned 12 lands and grooves, right hand twist. Precision bore sized for match pellets. Approximate length 53.1 cm;
- **Maximum Range.** 235.4 metres;
- **Sling.** Adjustable competition web;
- **Trigger Weight.** Minimum 3.5 pounds;
- **Chamber.** Open loading and made of steel; and
- **Pumping Force.** 20 lbf.



With a muzzle velocity of 150.8 metres per second, the cadet air rifle is not a ‘firearm’ under the current federal firearms legislation, but it is treated as one under the definition used by the Military Police.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. The cadet air rifle has what type of action?
Q2. What is the caliber of the cadet air rifle?
Q3. The cadet air rifle uses what type of safety?

ANTICIPATED ANSWERS:

- A1. Single pump pneumatic, straight pull-bolt.
A2. 0.177 calibre (4.5 mm).
A3. Manual crossbolt trigger block with red indicator.

END OF LESSON CONFIRMATION

This EO may be confirmed with the handout located at Attachment A. Allow the cadets a few minutes to complete the form and then have cadets switch sheets for correcting.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Knowing the parts and characteristics of the cadet air rifle is important in understanding how the rifle works. This allows the cadet to be able to follow directions given on the range, and properly perform a handling test whenever an air rifle is to be used.

INSTRUCTOR NOTES/REMARKS

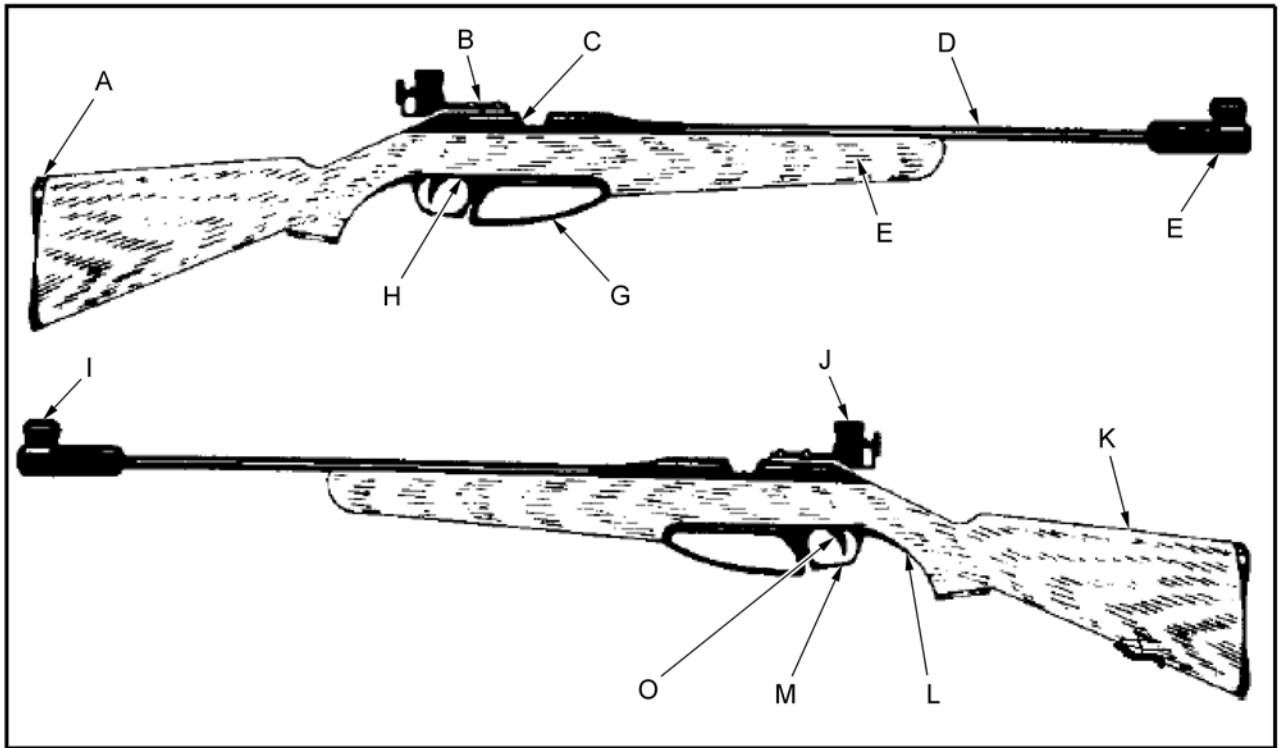
Instructors are encouraged to familiarize themselves with the video A-CR-CCP-177/PV-002, *Air Rifle Marksmanship*, and view the section on Description of the Rifle.

REFERENCES

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

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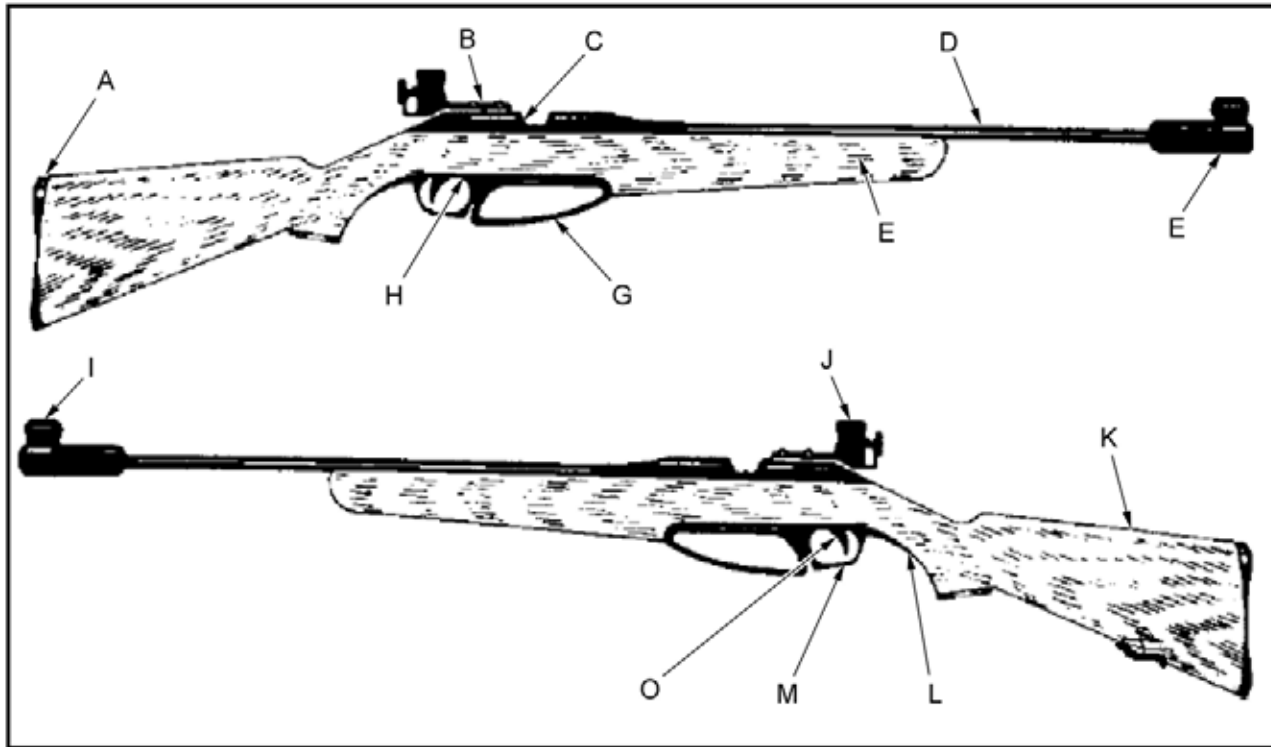
PARTS AND CHARACTERISTICS OF THE CADET AIR RIFLE



Put the letter next to the matching name of the part of the cadet air rifle.

- | | | |
|-----|-------------------|-------|
| 1. | Feed Track | _____ |
| 2. | Small of the Butt | _____ |
| 3. | Barrel | _____ |
| 4. | Fore End | _____ |
| 5. | Rear Sight | _____ |
| 6. | Trigger | _____ |
| 7. | Bolt | _____ |
| 8. | Safety Catch | _____ |
| 9. | Muzzle | _____ |
| 10. | Pump Lever | _____ |
| 11. | Front Sight | _____ |
| 12. | Trigger Guard | _____ |
| 13. | Butt Plate | _____ |
| 14. | Stock | _____ |

ANSWER KEY
PARTS AND CHARACTERISTICS OF THE CADET AIR RIFLE



Put the letter next to the matching name of the part of the cadet air rifle.

- | | | |
|-----|-------------------|----------|
| 1. | Feed Track | <u>C</u> |
| 2. | Small of the Butt | <u>L</u> |
| 3. | Barrel | <u>D</u> |
| 4. | Fore End | <u>F</u> |
| 5. | Rear Sight | <u>J</u> |
| 6. | Trigger | <u>O</u> |
| 7. | Bolt | <u>B</u> |
| 8. | Safety Catch | <u>H</u> |
| 9. | Muzzle | <u>E</u> |
| 10. | Pump Lever | <u>G</u> |
| 11. | Front Sight | <u>I</u> |
| 12. | Trigger Guard | <u>M</u> |
| 13. | Butt Plate | <u>A</u> |
| 14. | Stock | <u>K</u> |



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PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 2

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

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Carry out a safety precaution check on all rifles to be used during this lesson.

State to cadets that the rifles have been inspected and are safe to handle.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A demonstration and performance was chosen for TPs 1 and 2 as it allows the instructor to explain and demonstrate safety precautions on the cadet air rifle, while providing an opportunity for the cadets to practice under supervision

An interactive lecture was chosen for TP 3 to orient the cadets to the safety regulations of the Daisy 853C Air rifle and generate interest in the subject.

INTRODUCTION

REVIEW

The review for this lesson is from EO M106.01 (Identify the Parts and Characteristics of the Daisy 853C Air Rifle).

Have the cadets identify the characteristics of the Daisy 853C, to include:

- **Action.** Single pump pneumatic, straight pull-bolt.
- **Calibre.** 0.177 calibre (4.5 mm).
- **Safety.** Manual crossbolt trigger block with red indicator.

- **Loading.** Single or auto indexing five-shot clip.
- **Muzzle velocity.** 150.8 metres per second.

Have the cadets identify parts of the Daisy 853C by physically pointing to them and naming them, to include:

- butt plate,
- small of the butt (pistol grip),
- sling bracket (hand stop),
- trigger,
- trigger guard,
- safety catch,
- bolt,
- pump lever,
- muzzle,
- barrel with barrel weight, and
- feed track.

OBJECTIVES

By the end of this lesson the cadet shall have carried out safety precautions on the cadet air rifle.

IMPORTANCE

Safety precautions are essential to ensure everyone's safety on the range. Every time a cadet picks up a rifle or steps on a range, they must have safety in mind and check to ensure the rifle is safe. An individual safety precaution check when receiving, handing over, or returning to a rifle. Even when a rifle is presumably safe, it is to be checked again.

Teaching Point 1**Explain and demonstrate safe rifle status for the cadet air rifle.**

Time: 10 min

Method: Demonstration and Performance

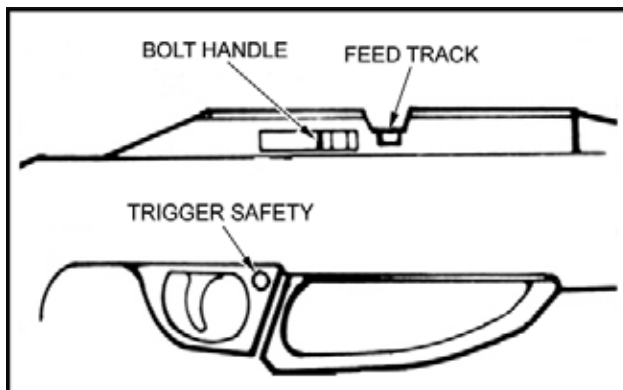
REMOVING A RIFLE FROM THE CASE

The rifle case should be clearly marked on the outside with an arrow, indicating in what direction the rifle inside is pointing. This will ensure that, when the case is opened, the rifle is pointing in a safe direction. The following steps must be followed when removing a rifle from its case:

1. Place the rifle case on a flat surface and ensure the arrow is pointing in a safe direction.
2. Open the case.
3. Cock the action (leave the bolt to the rear).
4. Confirm that the safety catch is ON.
5. Confirm that the pumping lever is partially open.
6. Slide the safety rod in the barrel towards the bolt until it can be seen in the feed track.
7. Remove the rifle from the case.
8. Remove the safety rod when you are on the firing line.

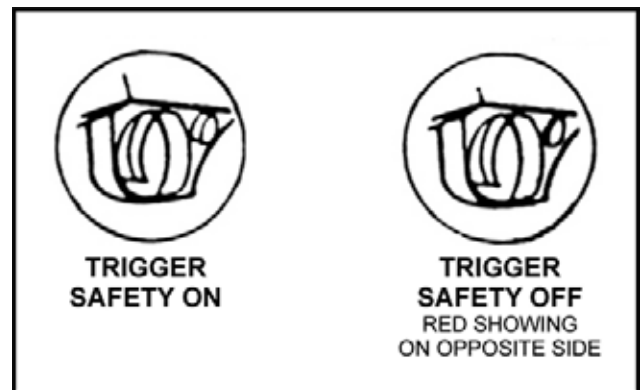
SAFETY CATCH AND SECURITY MEASURES

The safety catch is a mechanism that, once engaged, prevents a rifle from firing by locking its trigger into place. It is located just in front of the trigger, on the trigger guard. To engage the safety catch (ON) it must be pushed towards the right **so no red can be seen**. To fire, the safety catch must be pushed towards the left in the OFF position and a red mark must be seen on it. For maximum security, it is recommended that the safety catch be kept engaged until the rifle is ready for firing.



Daisy 853C Operational Manual

Figure 1 Safety Catch



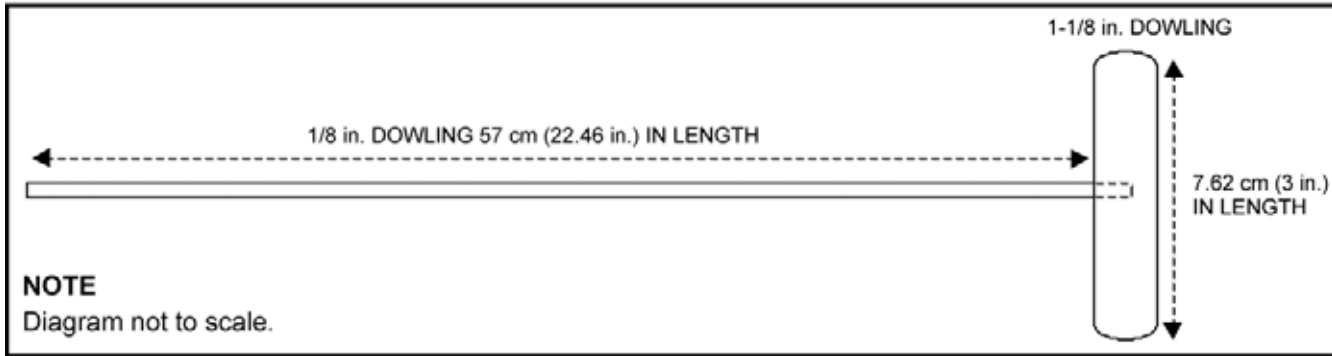
A-CR-CCP-177/PT-001

Figure 2 Safety Catch

SAFETY ROD

To ensure that air rifles are not removed from the firing point or stored with a pellet in the chamber or barrel, a safety rod is to be inserted in the barrel from the muzzle end. It consists of two (2) sections of doweling joined

together in a “T” shape, and may be made of varying materials. Dimensions are detailed in the diagram below. The tip of the safety rod is to be coloured red so that it is visible in the feed track with the bolt fully to the rear.



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Figure 3 Safety Rod

SAFE RIFLE STATUS



The instructor shall demonstrate and explain points 1, 2 and 3 of the safe rifle status checks using full demonstrations and explanations prior to each new skill, followed by a chance for the cadets to imitate the skill under supervision.

When not being handled on the range or in a training environment, the air rifle must be in a safe status. The following options denote various states of “safe rifle status”:

1. In the rifle case:
 - (a) Safety catch is ON.
 - (b) Bolt is forward.
 - (c) Action is not cocked.
 - (d) Safety rod is in the case but not in the barrel.
 - (e) Pump lever is partially open (5-8 cm).
2. On the firing line:
 - (a) Safety catch is ON.
 - (b) The bolt is to the rear.
 - (c) The pump lever is partially open.
3. Off the firing line:
 - (a) The safety catch is on.
 - (b) The bolt is to the rear.
 - (c) The safety rod is in the barrel (visible in the feed track).
 - (d) The pump lever is partially open.

CONFIRMATION OF TEACHING POINT 1

Have the cadets, under supervision, perform the steps for “Safe Rifle Status” for:

- On the firing line; and
- Off the firing line.

Teaching Point 2

Explain, demonstrate, and have the cadets carry out individual safety precautions for the cadet air rifle.

Time: 10 min

Method: Demonstration and Performance

INDIVIDUAL SAFETY PRECAUTIONS



The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

Upon receiving a rifle, or when the “safe rifle status” is uncertain, individual safety precautions shall be done to confirm that the rifle is safe. An individual must ensure that:

1. The bolt is open fully to the rear.
2. The safety catch is in the ON position.
3. The pump lever is left partially open.
4. A safety rod is placed in the barrel.



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

CONFIRMATION OF TEACHING POINT 2

Have cadets carry out individual safety precautions. Cadets will also be required to perform this skill during their air rifle handling test.

Teaching Point 3**Explain and demonstrate (where applicable) safety regulations for the cadet air rifle.**

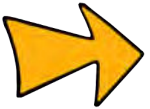
Time: 5 min

Method: Interactive Lecture

SAFETY REGULATIONS

Safety regulations are all common sense and are easy to apply when people understand that they are necessary to help prevent accidents with the air rifle. Regulations include:

1. Treating the air rifle as if it is loaded.
2. Never pointing the air rifle at anyone.
3. Holding the rifle vertically when moving to and from the firing point.
4. Leaving fingers off the trigger until ready to fire.
5. Wearing safety glasses/goggles.
6. Employing hygiene on the range by washing hands after every practice.



The Canadian Firearms Centre safety training teaches that the vital four “**ACTS**” of firearm safety. The acronym “**ACTS**” stands for:

- **A**ssume every firearm is loaded.
- **C**ontrol the muzzle direction at all times.
- **T**rigger finger must be kept off the trigger and out of the trigger guard.
- **S**ee that the firearm is unloaded – prove it safe.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. Why do we follow safety regulations?
- Q2. What are some common sense safety regulations?
- Q3. What does the acronym “**ACTS**” stand for?

ANTICIPATED ANSWERS:

- A1. To help prevent accidents with the air rifle.
- A2. Any from list taught:
- (a) Treating the air rifle as if it is loaded.
 - (b) Never point 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.
- (f) Employing hygiene on the range by washing hands after every practice.
- **ACTS** stands for; **A**ssume every firearm is loaded, **C**ontrol the muzzle direction at all times, **T**rigger finger must be kept off the trigger and out of the trigger guard, **S**ee that the firearm is unloaded – prove it safe.

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1. What does the arrow on the rifle case indicate?
- Q2. How do we know if the safety catch is ON?
- Q3. What are the vital four “ACTS” of firearm safety?

ANTICIPATED ANSWERS:

- A1. The direction of the rifle inside the case.
- A2. No red can be seen.
- A3. ACTS stands for; **A**ssume every firearm is loaded, **C**ontrol the muzzle direction at all times, **T**rigger finger must be kept off the trigger and out of the trigger guard, **S**ee that the firearm is unloaded – prove it safe.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

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

CLOSING STATEMENT

Being able to carry out safety precautions on the cadet air rifle is essential for functioning safely on the range following directions given on the range, and successfully performing a handling test.

INSTRUCTOR NOTES/REMARKS

The instructor must ensure that the sequencing for the demonstration is done correctly since the cadet must mirror their actions.

The optimal ratio of air rifles to cadets is 2:1.

Instructors are encouraged to familiarize themselves with the video A-CR-CCP-177/PV-002, *Air Rifle Marksmanship*.

REFERENCES

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



**COMMON TRAINING
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SECTION 3

EO M106.03 – APPLY BASIC MARKSMANSHIP TECHNIQUES

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Prepare a mock air rifle range.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

The review for this lesson is EO M106.02 (Carry Out Safety Precautions on the Cadet Air Rifle).

QUESTIONS:

Q1. Why are the individual safety precautions performed?

Q2. What is the purpose of the “safety catch”?

ANTICIPATED ANSWERS:

A1. To confirm a rifle is safe.

A2. It prevents a rifle from firing by locking its trigger into place.

OBJECTIVES

By the end of this lesson the cadet shall have applied basic marksmanship techniques.

IMPORTANCE

These techniques must all be applied in harmony. Improving one while not working on another will not produce the best results in the long run. Perfecting these techniques takes time and concentration. Cadets should remember – PRACTICE MAKES PERFECT!

Teaching Point 1**Explain, demonstrate, and have the cadets adopt the prone position.**

Time: 5 min

Method: Demonstration and Performance

The first principle of marksmanship is to find a comfortable firing position. A comfortable firing position will enable cadets to fire safely and with much better results. The prone position is the most stable firing position to use.

OBJECTIVES OF A GOOD POSITION

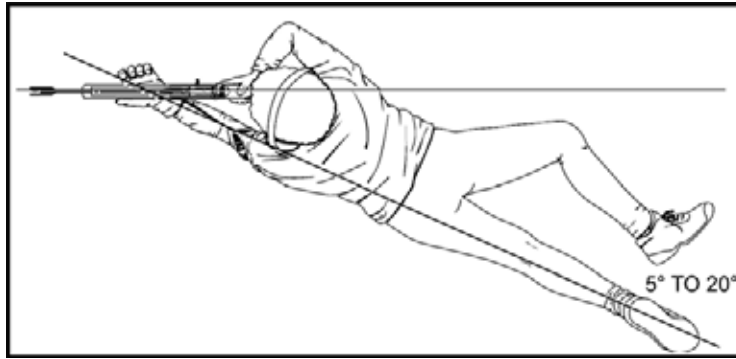
Have cadets down get on the mat and assume the prone position. From here, the instructor is better prepared to observe the cadets imitating the skills being taught.



The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill. The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

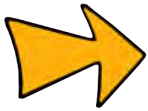
Obtaining a good prone position is one of the most, if not the most, important principle of marksmanship. A good prone position helps to maintain comfort and stability during the firing session. The prone position is assumed when the marksman lies flat, directly behind the rifle, with a very slight angle between their body and the rifle, and in line with the target. The position should be:

- natural;
- without strain;
- comfortable; and
- stable, in that the:
 - body should form an angle with the line of sight;
 - spine should remain straight;
 - left leg should be parallel with the spine;
 - right foot should turn out and point to the right;
 - left foot should either be straight or point towards the right; and
 - right knee should form an angle with the left leg.



Cadet Marksmanship Program Reference Manual

Figure 1 Prone Position



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

CONFIRMATION OF TEACHING POINT 1



The instructor will divide the group into two, or, by the number of air rifles available. The instructor shall have one group imitate the actions of the sequence as demonstrated, while the remainder observe. Have them trade places, and repeat.

Teaching Point 2

Explain, demonstrate, and have the cadets hold the cadet air rifle.

Time: 5 min

Method: Demonstration and Performance

HOLDING THE CADET AIR RIFLE



The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.
The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

The prone position allows holding to be achieved with as little movement and muscular tension as possible, in that the:

- left elbow should be positioned slightly to the left of the rifle;
- left hand must rest firmly against the sling swivel, and the fingers should be relaxed and not grip the fore end;
- right hand should slightly grip the small of the butt with constant pressure;
- right thumb should be placed on the stock directly behind the rear sight or around the small of the butt;
- right elbow should rest naturally where it falls, not too close or too far from the rifle;

- the shoulders should be straight and form right angles with the spine;
- the butt plate is kept firmly in the hollow of the right shoulder. The right elbow will naturally fall in the same spot throughout the relay; and
- the head rests comfortably on the butt and remains straight.



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Figure 2 Prone Position (front)



Cadet Marksmanship Program Reference Manual

Figure 3 Prone Position (side)



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

CONFIRMATION OF TEACHING POINT 2



The Instructor will divide the group into two, or, by the number of air rifles available. The instructor shall have one group imitate the actions of the sequence as demonstrated, while the remainder observe, and then have them trade places, and repeat.

Teaching Point 3

Explain, demonstrate, and have the cadets aim the cadet air rifle.

Time: 5 min

Method: Demonstration and Performance

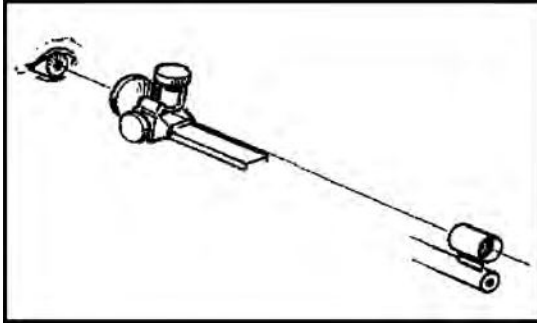
AIMING THE CADET AIR RIFLE

Cadets must constantly strive to maintain proper sight alignment, while obtaining a sight picture. It is the most critical element of the aiming process.

The **aiming process** consists of:

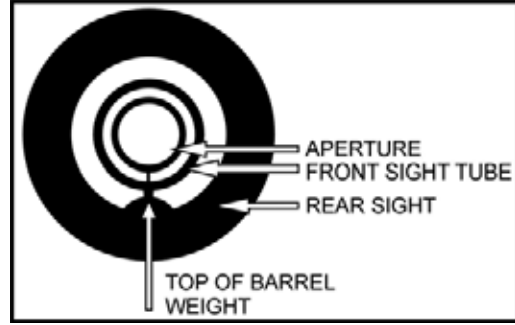
- adopting a comfortable position; and
- ensuring proper body alignment with the target.

Sight alignment - is the alignment of the eye, the rear sight, and the front sight. When cadets bring their eye 5 to 15 cm from the rear sight, they will find that the small hole is large enough to look through and see all of the front sight. Proper sight alignment is a matter of centering the front sight tube in the rear sight. The tube will not quite fill the rear sight and cadets will be able to see light around the outside of the tube; we call this a "line of white".



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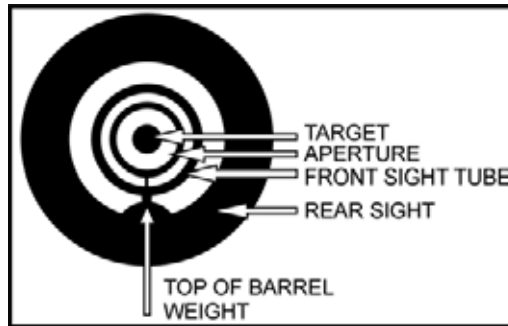
Figure 4 Sight Alignment Diagram



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Figure 5 Line of White

Sight picture - To obtain a proper sight picture, a bull's-eye is simply added to the innermost ring. The goal during the aiming process is to maintain proper sight alignment while keeping the bull centered in the front sight.



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Figure 6 Sight Picture

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. What are the two critical elements of the aiming process?
- Q2. Sight alignment consists of what three things?
- Q3. What is added to the innermost ring to obtain a proper sight picture?

ANTICIPATED ANSWERS:

- A1. Adopting a comfortable position, and ensuring proper body alignment with the target.
- A2. The eye, the rear sight, and the front sight.
- A3. A bull's-eye.



The cadets' aiming abilities will be further assessed during future range practices. The instructor(s) will observe cadets during practices, and assess targets to confirm the skill of aiming.

Teaching Point 4

Explain, demonstrate, and have the cadets (dry fire) practice the actions required on the command “Relay, load, commence firing” on the cadet air rifle.

Time: 15 min

Method: Demonstration and Performance

LOADING THE AIR RIFLE

The instructor shall provide an explanation and demonstration of the complete skill.

The instructor shall also provide an explanation and demonstration of each step required to effectively complete the skill.

Then, the cadets, under the supervision of the instructor, will have an opportunity to perform each step.

This will be conducted as a DRY FIRE EXERCISE ONLY.

On the command “Relay load” the following sequence must be followed:

Loading procedure:

1. pick up the rifle with the left hand;
2. ensure the safety catch is in the ON position;
3. pump the air rifle, pausing for three seconds with the pump handle fully extended;
4. bring the pump handle back to closed position;
5. simulate loading a pellet, or load an auto indexing five pellet-clip into the feed track; and
6. close the bolt.



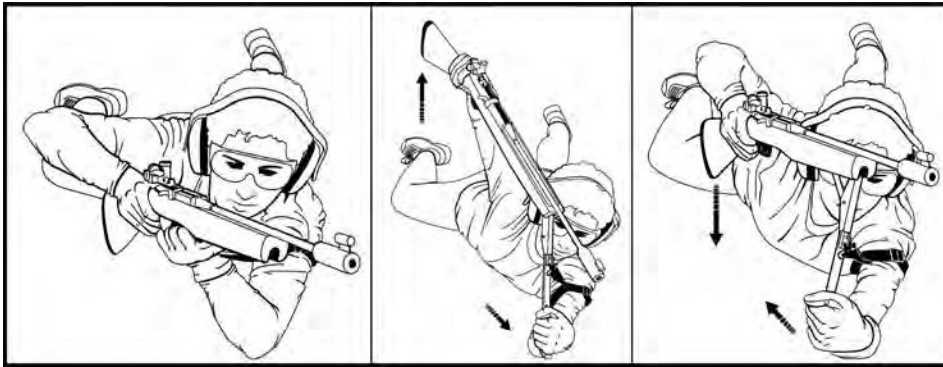
The following methods may be used when pumping the air rifle:

- **Option 1.** Grasp the pistol grip with the right hand. Grasp the pump handle with the left hand. Push downward with the left hand until the pump handle is fully extended. Wait for a few seconds. Using the left hand, bring the pump handle back to the stock of the rifle. The rifle should remain stationary during the pumping process and always point towards the targets.
- **Option 2.** Grasp the pistol grip with the right hand. Grasp the pump handle with the left hand. Place the butt of the rifle under the right arm or shoulder for support. Push downward with the left hand until the pump handle is fully extended. Wait for a few seconds. Using the left hand, bring the pump handle back to the stock of the rifle allowing the underarm and shoulder to help hold the rifle steady when closing the pump handle. Remember that the rifle must always point towards the targets.
- **Option 3. Coach assistance.** Point the rifle in a safe direction and request the assistance from a coach. The coach should move in and pump the rifle using both hands. This should be used as last resorts as any cadet can easily do the above two options.

FIRING THE CADET AIR RIFLE

On the command "Fire", the following sequence must be followed:

1. when the RSO gives the command, place safety catch in the OFF position;
2. aim the air rifle at the target;
3. squeeze the trigger;
4. open the bolt, pump the rifle, re-load, aim and fire;
5. repeat the last step until firing is complete;
6. upon completion, place the safety catch in the ON position, open the bolt and partially open the pump lever; and
7. lay the air rifle down.



Cadet Marksmanship Program Reference Manual

Figure 7 Pumping the air rifle



The rifle should not be pumped more than once per shot. This air rifle is designed to withstand the pressure based on a single pump stroke.

CONFIRMATION OF TEACHING POINT 4

The instructor will divide the group into two, or into the number of air rifles available. The instructor shall have one group imitate the actions of the sequence as demonstrated, while the remainder observe. Have them trade places, and repeat.

Teaching Point 5

Explain, demonstrate, and have the cadets practice the actions required on the command “Relay, unload and prepare for inspection” on the cadet air rifle.

Time: 20 min

Method: Demonstration and Performance



The instructor shall provide an explanation and demonstration of the complete skill.

The instructor shall also provide an explanation and demonstration of each step required to effectively complete the skill.

Then, the cadets, under the supervision of the instructor, will have an opportunity to perform each step.

This will be conducted as a DRY FIRE EXERCISE ONLY.

UNLOADING AND PREPARING FOR INSPECTION

Follow the unloading sequence of the cadet air rifle, to include:

1. pick up the air rifle;
2. remove the five pellet clip (if used);
3. pump the air rifle (hold for three seconds and close);
4. move the bolt forward (do not insert a pellet);
5. place the safety catch in the OFF position;
6. aim the rifle at the target;
7. squeeze the trigger;
8. open the bolt;
9. place the safety catch in the ON position;
10. open the pump lever 5-8 cm;
11. place the rifle on the shoulder, muzzle pointed down range;
12. wait to be cleared by the RSO; and
13. lay the rifle down.

CONFIRMATION OF TEACHING POINT 5

The instructor will divide the group into two, or into the number of air rifles available. The instructor shall have one group imitate the actions of the sequence as demonstrated, while the remainder observe. Have them trade places, and repeat.

END OF LESSON CONFIRMATION

The instructor will divide the group into two, or by the number of air rifles available. The instructor shall have one group imitate the actions of the sequence for all TPs as demonstrated, while the remainder observe, and then have them trade places, and repeat.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

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

CLOSING STATEMENT

The first principle of Marksmanship is to find a comfortable firing position. A comfortable firing position will enable cadets to fire safely and with much better results. The prone position is the most stable firing position to use.

INSTRUCTOR NOTES/REMARKS

Instructors are encouraged to familiarize themselves with the video A-CR-CCP-177/PV-002, *Air Rifle Marksmanship*

REFERENCES

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



**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 4

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

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Prepare a mock air rifle range.

Photocopy one for each cadet Range Commands Cadets Must Follow located at Attachment A.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 to orient the cadets to the rules to be followed on a range and generate interest in the subject.

A demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate responding to range commands, while providing an opportunity for the cadets to practice under supervision.

INTRODUCTION

REVIEW

The review for this lesson is EO M106.03 (Apply Basic Marksmanship Techniques).

QUESTIONS:

- Q1. What two things do a good prone position help to maintain?
- Q2. Sight alignment consists of what three steps?
- Q3. What is added to the innermost ring to obtain a proper sight picture?

ANTICIPATED ANSWERS:

- A1. Comfort and stability.
- A2. The eye, the rear sight, and the front sight.
- A3. A bull's-eye.

OBJECTIVES

By the end of this lesson the cadet shall have followed rules and commands on an air rifle range.

IMPORTANCE

Firearms safety is the number one priority on and off the range so everyone must do their part to prevent accidents. In marksmanship, the majority of incidents are caused by ignorance of proper rifle operating procedures or by mishandling.

Teaching Point 1**Explain rules cadets must follow on the range.**

Time: 10 min

Method: Interactive Lecture

RULES CADETS MUST FOLLOW ON THE RANGE**The instructor will read Local Range Standing Orders at the beginning this period.**

Range Standing Orders are locally produced for each range. They detail rules to be followed on that range. General rules observed on all ranges include:

1. Rifles will be proved safe when picked up, handed to or received from another person;
2. Rifles are never pointed at any person;
3. Safety rods shall be inserted into the barrels of rifles when not in use on the range;
4. Horseplay is forbidden on the range;
5. Rifles, whether loaded or not, will always be pointed down range;
6. Eating is not permitted on or near the range or around the pellets;
7. All personnel shall read or be briefed on the contents of the Range Standing Orders; and
8. The RSO's directions and orders are to be obeyed at all times.

CONFIRMATION OF TEACHING POINT 1

QUESTION:

- Q1. When should a rifle be proved safe?
- Q2. When can rifles be pointed at other people?
- Q3. When should the directions and orders of the RSO be followed?

ANTICIPATED ANSWERS:

- A1. When picked up, handed to or received from another person.
- A2. Rifles are never pointed at any person.
- A3. The RSO's directions and orders are to be obeyed at all times.

Teaching Point 2

Explain, demonstrate, and have the cadets practice (dry fire) responding to the following range commands.

Time: 15 min

Method: Demonstration and Performance



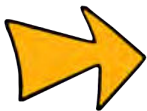
The instructor shall provide an EXPLANATION and DEMONSTRATION of each command and the associated action to be taken.

All loading/firing is to be simulated. No pellets are to be fired.

RANGE COMMANDS CADETS MUST FOLLOW:

COMMAND	ACTION
“Cover off your firing point”	Stand up, move behind the firing point and await further commands.
“Place your equipment down and stand back”	Lay the equipment down on the mat and stand back when finished.
“Adopt the prone position”	Adopt the prone position, pick up the rifle, ready the equipment and put on hearing (if applicable) and eye protection.
Type of firing	This command includes information about the range and type of firing. i.e., Relay #__, ten (10) metres, five (5) rounds, Grouping, On Your Own Time...
“Relay, load, commence firing”	<p>Pick up the rifle with the left hand;</p> <p>Ensure the safety catch is in the ON position;</p> <p>Pump the rifle, pausing for three seconds with the pump handle fully extended;</p> <p>Bring the pump handle back to the closed position;</p> <p>Load the pellet;</p> <p>Close the bolt;</p> <p>Place the safety catch in the OFF position; Aim the rifle at the target.</p> <p>Squeeze the trigger;</p> <p>Open the bolt, pump the rifle, re-load, aim, and fire;</p> <p>Repeat the last step until firing is complete;</p> <p>Upon completion, place the safety catch in the ON position, open the bolt, and partially open the pump lever; and</p> <p>Lay down the rifle.</p>
MAY BE GIVEN	

COMMAND	ACTION
“Relay, cease fire”	Stop firing immediately, put the safety catch in the ON position and lay the rifle down.
“Relay, resume fire”	Put the safety in the OFF position and continue the practice.
“Relay, unload and prepare for inspection”	Pick up the rifle; Remove the five (5) pellet clip if used; Pump the rifle (hold for three seconds and close); Move the bolt forward; Place the safety catch in the OFF position; Aim rifle at target; Pull the trigger; Open the bolt; Place safety catch in the ON position; Open the pump lever 5-8 cm; Place the rifle on the shoulder, muzzle pointed down range; Wait to be cleared by the RSO; Lay the rifle down; and Remove your hearing (if applicable) and eye protection.
“Relay, stand up”	Stand up and leave the equipment on the ground.
“Change targets”	Move forward, walk down the lane to remove old targets and replace them with new ones. Return to the firing point.
“Change relays”	Cadets who have just fired pick up their personal equipment and move off the firing point. The new relay covers off behind the firing point.



Cadets will IMITATE the demonstration provided by the instructor for each step within the process. The instructor(s) will SUPERVISE the cadets during this imitation.



The information in this TP is amplified in Attachment A to this IG, and should be reviewed prior to any cadet participating in a marksmanship practice.

CONFIRMATION OF TEACHING POINT 2

Confirmation of this TP shall be accomplished through observation during the above imitation and supervision phases.

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1. When is horseplay allowed on the range?
- Q2. The contents of the Range Standing Orders shall be read to whom?
- Q3. What direction must rifles be pointed while on the range?

ANTICIPATED ANSWERS:

- A1. Never, it is forbidden.
- A2. Everyone.
- A3. Down range at all times.

CONCLUSION

HOMEWORK/READING/PRACTICE

Review the handout Range Commands Cadets Must Follow prior to all future marksmanship activities.

METHOD OF EVALUATION

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

CLOSING STATEMENT

Firearms safety is the number one priority on and off the range, so everyone must do their part to prevent accidents. In marksmanship, the majority of incidents are caused by either ignorance of proper rifle operating procedures, or by mishandling.

INSTRUCTOR NOTES/REMARKS

Instructors are encouraged to familiarize themselves with the video A-CR-CCP-177/PV-002, *Air Rifle Marksmanship*.

REFERENCES

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

RANGE COMMANDS CADETS MUST FOLLOW:

COMMAND	ACTION
“Cover off your firing point”	Stand up, move behind the firing point and await further commands.
“Place your equipment down and stand back”	Lay the equipment down on the mat and stand back when finished.
“Adopt the prone position”	Adopt the prone position, pick up the rifle, ready the equipment and put on hearing (if applicable) and eye protection.
Type of firing	This command includes information about the range and type of firing. i.e., Relay #__, ten (10) metres, five (5) rounds, Grouping, On Your Own Time...
“Relay, load, commence firing”	<p>Pick up the rifle with the left hand;</p> <p>Ensure the safety catch is in the ON position;</p> <p>Pump the rifle, pausing for three seconds with the pump handle fully extended;</p> <p>Bring the pump handle back to the closed position;</p> <p>Load the pellet;</p> <p>Close the bolt;</p> <p>Place the safety catch in the OFF position; Aim the rifle at the target.</p> <p>Squeeze the trigger;</p> <p>Open the bolt, pump the rifle, re-load, aim, and fire;</p> <p>Repeat the last step until firing is complete;</p> <p>Upon completion, place the safety catch in the ON position, open the bolt, and partially open the pump lever; and</p> <p>Lay down the rifle.</p>
MAY BE GIVEN	
“Relay, cease fire”	Stop firing immediately, put the safety catch in the ON position and lay the rifle down.
“Relay, resume fire”	Put the safety in the OFF position and continue the practice.

COMMAND	ACTION
<p>“Relay, unload and prepare for inspection”</p>	<p>Pick up the rifle; Remove the five (5) pellet clip if used; Pump the rifle (hold for three seconds and close); Move the bolt forward; Place the safety catch in the OFF position; Aim rifle at target; Pull the trigger; Open the bolt; Place safety catch in the ON position; Open the pump lever 5-8 cm; Place the rifle on the shoulder, muzzle pointed down range; Wait to be cleared by the RSO; Lay the rifle down; and Remove your hearing (if applicable) and eye protection.</p>
<p>“Relay, stand up”</p>	<p>Stand up and leave the equipment on the ground.</p>
<p>“Change targets”</p>	<p>Move forward, walk down the lane to remove old targets and replace them with new ones. Return to the firing point.</p>
<p>“Change relays”</p>	<p>Cadets who have just fired pick up their personal equipment and move off the firing point. The new relay covers off behind the firing point.</p>



**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 5

EO M106.05 – PARTICIPATE IN MARKSMANSHIP FAMILIARIZATION USING THE CADET AIR RIFLE

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content, range standing orders, and become familiar with the material prior to delivering the lesson.

Construct a range IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

Photocopy the Cadet Air Rifle Handling Test for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A practical activity was chosen for this lesson as it is an interactive way to allow the cadet to experience marksmanship familiarization in a safe and controlled environment. This activity contributes to the development of marksmanship skills and knowledge in a fun and challenging setting.

INTRODUCTION

REVIEW

The review for this lesson will be from EO M106.02 (Carry Out Safety Precautions on the Cadet Air Rifle).

QUESTIONS:

- Q1. Why do we follow safety regulations?
- Q2. How would you verify the safety catch is ON?
- Q3. What are the four "ACTS" of firearm safety?

ANTICIPATED ANSWERS:

A1. We follow safety regulations to prevent accidents with the cadet air rifle.

A2. When the safety is ON, no red can be seen.

A3. The mnemonic "ACTS" stands for:

- Assume every firearm is loaded.
- Control the muzzle direction at all times.
- Trigger finger must be kept off the trigger and out of the trigger guard.
- See that the firearm is unloaded (prove it safe).

OBJECTIVES

By the end of this lesson the cadet shall have participated in marksmanship familiarization using the cadet air rifle.

IMPORTANCE

It is important for cadets to participate in a marksmanship familiarization activity because it allows them to experience marksmanship in a fun, dynamic and safe setting.

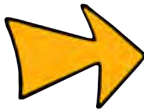
Teaching Point 1**Supervise the cadets' participation in marksmanship familiarization.**

Time: 10 min

Method: Practical Activity



A range briefing is conducted to pass on vital information and answer any questions the cadets may have prior to participating in a marksmanship activity. The range briefing is required to ensure the safe execution of a marksmanship activity.



The range safety briefing is normally conducted by a Range Safety Officer (RSO), as the safety of the range is their responsibility.

CONDUCT A RANGE BRIEFING

The following elements may be included in a range briefing. They would be adjusted based on the requirements of the activity.

1. Welcome and staff introduction.
2. An overview of the range layout. Description of the out of bounds / danger areas, location of range facilities, location of concurrent activities, as well as routes of access.
3. The general safety rules.
4. An explanation of the activity and course of fire: Type of activity / Training conducted, the distance, the targets being used, the indication (number of rounds and how they will be fired), and the scoring.
5. The equipment being used, eg rifles, ammunition, safety equipment.
6. The safety precautions: individual safety precautions, rifle safety principles, and safe rifle status.
7. The range commands that will be heard during the activity.
8. The cease fire command: When to use it, who can call it, and action upon hearing a cease fire.
9. Immediate actions (IAs) and stoppages: The types of stoppages that may occur and the immediate actions that must be taken.
10. Personal hygiene, eg washing hands after handling ammunition or rifles.
11. First aid and emergencies: Location of first aid point, identification of first aider, action in the event of an emergency, emergency routes of access, emergency response plan.
12. Assignment of relays: Number of relays, assignment of relay, and timing of relay.
13. Concurrent activities: Type, timing, supervisory staff / OPI.
14. Additional items, eg ensuring handling tests have been completed, timing for the activity (when the activity will begin), declaration requirements, breaks, messing / meals / snacks, set up and dismantling of the range.
15. Opportunity for cadets to ask questions.

CONDUCT THE AIR RIFLE HANDLING TEST

As per instructions in the Qualification Standard Plan, Chapter 3, Annex C, conduct the Air Rifle Handling Test.



Each cadet must complete the Air Rifle Handling Test prior to firing pellets or felt cleaning pellets on a range.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets participate in marksmanship familiarization.

RESOURCES

- Cadet air rifle (one per firing lane),
- Air rifle pellets (as per activity chosen),
- Target frames (one per firing lane),
- Targets (as per activity chosen),
- Marksmanship mats (one per firing lane),
- Scoring template,
- .177- / .22-scoring magnifier (scoring magnifier),
- Scoring plug,
- Safety glasses / goggles (one per firing lane and for range staff), and
- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

Once the range briefing has been conducted, and cadets have successfully completed the cadet air rifle handling test, supervise the cadets' participation in a marksmanship familiarization activity.

SAFETY

Range activities will be conducted IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Marksmanship is a fun and exciting activity that requires personal discipline and teamwork skills. This activity has also developed into highly competitive levels at the provincial, regional, and national levels.

INSTRUCTOR NOTES / REMARKS

Hand-washing stations must be available for cleanup after the activity is completed.

REFERENCES

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

A0-041 CATO 14-41 Director Cadets 4. (2007). *Marksmanship, rifles and ammunition*. Ottawa ON: Department of National Defence.

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**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 6

EO C106.01 – PARTICIPATE IN A RECREATIONAL MARKSMANSHIP ACTIVITY

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content, range standing orders, and become familiar with the material prior to delivering the lesson.

Photocopy the targets located at Attachments B–R as required.

Construct a range IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A practical activity was chosen for this lesson as it is an interactive way to allow the cadet to experience recreational marksmanship in a safe and controlled environment. This activity contributes to the development of marksmanship skills and knowledge in a fun and challenging setting.

INTRODUCTION

REVIEW

The review for this lesson consists in the procedures evaluated as part of the Air Rifle Handling Test.

OBJECTIVES

By the end of this lesson the cadet shall have participated in a recreational marksmanship activity.

IMPORTANCE

It is important for cadets to participate in a recreational marksmanship activity because it allows them to experience marksmanship in a fun, dynamic and safe setting.

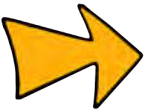
Teaching Point 1**Supervise the cadet's participation in a recreational marksmanship activity.**

Time: 80 min

Method: Practical Activity



A range briefing is conducted to pass on vital information and answer any questions the cadets may have prior to participating in a marksmanship activity. The range briefing is required to ensure the safe execution of a marksmanship activity.



The range safety briefing is normally conducted by a Range Safety Officer (RSO), as the safety of the range is their responsibility.

CONDUCT A RANGE BRIEFING

The following elements may be included in a range briefing. They would be adjusted based on the requirements of the activity.

1. Welcome and staff introduction.
2. An overview of the range layout. Description of the out of bounds / danger areas, location of range facilities, location of concurrent activities, as well as routes of access.
3. The general safety rules.
4. An explanation of the activity and course of fire: Type of activity / Training conducted, the distance, the targets being used, the indication (number of rounds and how they will be fired), and the scoring.
5. The equipment being used, eg rifles, ammunition, safety equipment.
6. The safety precautions: individual safety precautions, rifle safety principles, and safe rifle status.
7. The range commands that will be heard during the activity.
8. The cease fire command: When to use it, who can call it, and action upon hearing a cease fire.
9. Immediate actions (IAs) and stoppages: The types of stoppages that may occur and the immediate actions that must be taken.
10. Personal hygiene, eg washing hands after handling ammunition or rifles.
11. First aid and emergencies: Location of first aid point, identification of first aider, action in the event of an emergency, emergency routes of access, emergency response plan.
12. Assignment of relays: Number of relays, assignment of relay, and timing of relay.
13. Concurrent activities: Type, timing, supervisory staff / OPI.
14. Additional items, eg ensuring handling tests have been completed, timing for the activity (when the activity will begin), declaration requirements, breaks, messing / meals / snacks, set up and dismantling of the range.
15. Opportunity for cadets to ask questions.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets participate in a recreational marksmanship activity.

RESOURCES

- Cadet air rifle (one per firing lane),
- Cadet air rifle sling (one per firing lane),
- Air rifle pellets (as per activity chosen),
- Target frames (one per firing lane),
- Targets (as per activity chosen),
- Marksmanship mats (one per firing lane),
- Safety glasses / goggles (one per person in the room),
- .177- / .22-scoring magnifier (scoring magnifier),
- Scoring plug,
- Scoring template,
- Stopwatch, and
- Pen / pencil.



Additional resources required for specific marksmanship activities may be found in the Attachments.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

Ensure all cadets have completed the Air Rifle Handling Test prior to the conduct of this activity. Cadets who have not completed the Air Rifle Handling Test must do so prior to firing on the range.

1. Brief cadets on the safety rules or any other guidelines pertaining to the activity.
2. Divide the cadets into relays according to the number of firing lanes.
3. Conduct a recreational marksmanship activity, choosing from the following categories:
 - (a) classification,
 - (b) fun activities,

- (c) timed activities, or
- (d) competitive team / individual activities.

SAFETY

Range activities will be conducted IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

The cadets' participation in the recreational marksmanship activity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Marksmanship is a fun and exciting activity that requires personal discipline and teamwork skills. This activity has also developed into highly competitive levels at the zone, regional, and national levels.

INSTRUCTOR NOTES / REMARKS

Hand-washing stations must be available for cleanup after the activity is completed.

REFERENCES

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

A0-041 CATO 14-41 Director Cadets 4. (2007). *Marksmanship, rifles and ammunition*. Ottawa ON: Department of National Defence.

RECREATIONAL MARKSMANSHIP ACTIVITIES

CLASSIFICATION

- Classification (Attachment B)

FUN ACTIVITIES

- Pyramid (Attachment C)
- Beach Ball (Attachment D)
- Balloons (Attachment E)
- Rack'em Up (Attachment F)
- Lights Out (Attachment G)
- Save the Day (Attachment H)
- Flower Pot (Attachment I)

TIMED ACTIVITIES

- Chase the Dots (Attachment J)
- Speed Grid (Attachment K)
- Beat the Clock (Attachment L)
- Dartboard (Attachment M)
- Cut the Fuses (Attachment N)
- Shoo-Fly (Attachment O)
- Good Break (Attachment P)

COMPETITIVE TEAM / INDIVIDUAL ACTIVITIES

- Simulated Stage 1 Championship (Attachment Q)
- Simulated Stage 2 Championship (Attachment R)

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CLASSIFICATION

CLASSIFICATION ACTIVITY

Objective: To provide cadets the opportunity to obtain marksmanship classifications.

Scoring: The standard for the classification levels are:

1. Marksman: Two five-round groupings within a circle of 3 cm in diameter.
2. First Class Marksman: Two five-round groupings within a circle of 2.5 cm in diameter.
3. Expert Marksman: Two five-round groupings within a circle of 2 cm in diameter.
4. Distinguished Marksman: Two five-round groupings within a circle of 1.5 cm in diameter.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 per participant),
- CCT2000GRTD Canadian Cadet Movement Air Rifle Grouping Target (two per cadet),
- Air Rifle Grouping Template from A-CR-CCP-177/PT-001 (p. B1-1),
- Target frame, and
- Stopwatch.

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Marksmanship glove, and
- Hat.

Activity Instructions:

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute two targets to each cadet.
3. Have the cadets write their name and date on the targets and attach them to the target frame.
4. Give each cadet in the relay 10 pellets to fire 5 into the centre of each target.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 15 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets using the Air Rifle Grouping Template.
9. Record the scores and allow the cadets to keep their targets.

The following are prohibited:

- Cross firing,
- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

PYRAMID

Objective: To fire pellets into each point on the pyramid.

Scoring: Score the targets awarding:

- a. three points for each corner hit on the pyramid,
- b. two points for each hit within one block of a corner,
- c. one point for each hit within two blocks of a corner.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (6 per participant),
- Pyramid Target (one per participant),
- Target frame, and
- Stopwatch.

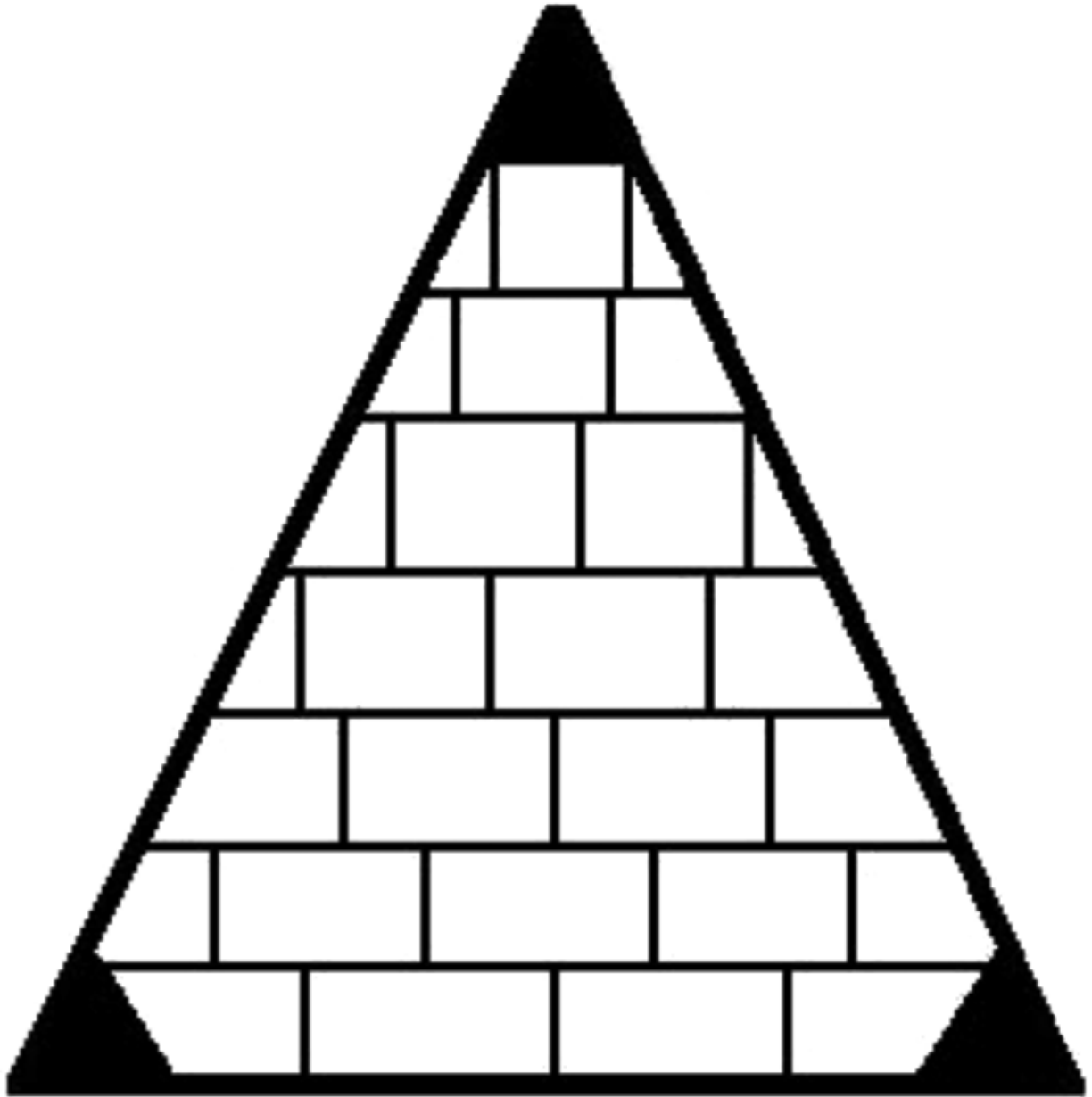
Activity Instructions:

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give each cadet in the relay six pellets to fire, two pellets into each corner of the pyramid.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets three minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets awarding:
 - (a) three points for each corner hit on the pyramid,
 - (b) two points for each hit within one block of a corner,
 - (c) one point for each hit within two blocks of a corner.
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

PYRAMID TARGET



Name:

Date:

Witness:

Score:

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BEACH BALL

Objective: To fire 10 pellets into the black circle on the beach ball.

Scoring: One point is awarded for each successful hit in the black circle.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 per participant),
- Beach Ball Target (one per participant),
- Target frame, and
- Stopwatch.

Activity Instructions

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets 10 pellets to fire into the black circle of the beach ball.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 10 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets awarding one point for each pellet hit within the black circle.
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Cross firing,
- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

BEACH BALL TARGET



Name:

Date:

Witness:

Score:

BALLOONS

Objective: To fire pellets into balloons on the target.

Scoring: One point is awarded for each balloon hit by a pellet.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (20 per participant),
- Balloon Target (one per participant),
- Target frame, and
- Stopwatch.

Activity Instructions:

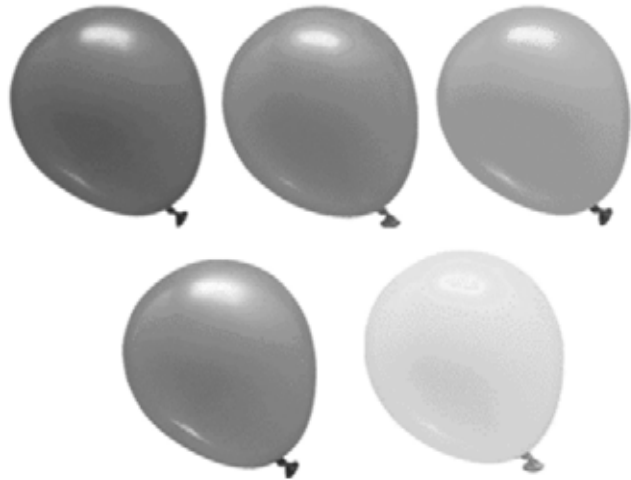
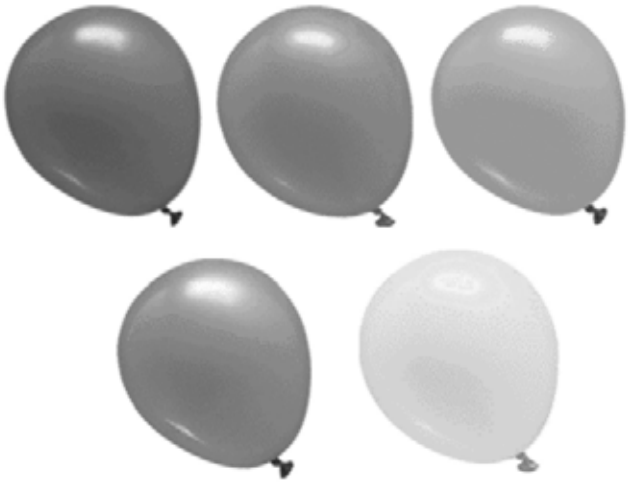
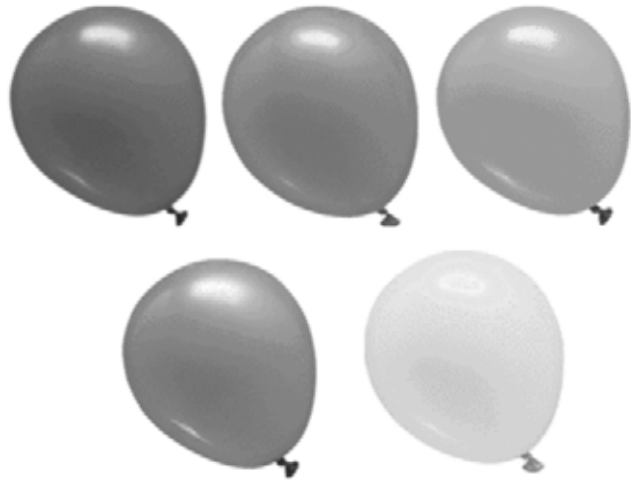
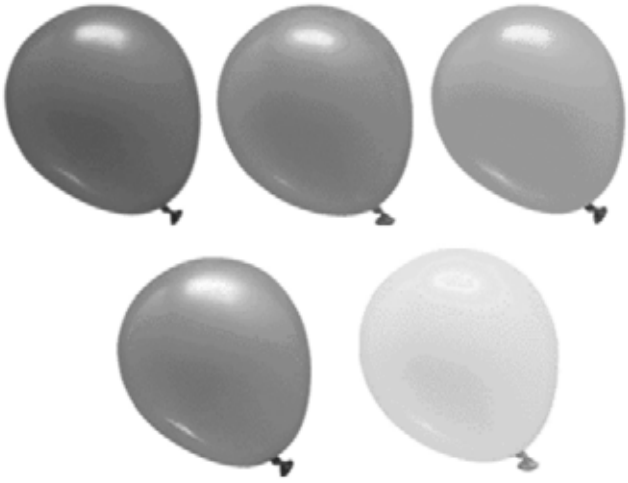
1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give each cadet in the relay 20 pellets to fire, one pellet into each balloon.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 15 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets awarding one point for each balloon hit.
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Cross firing,
- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

Note: Actual balloons may be used in place of the paper targets.

BALLOON TARGET



Name: _____

Date: _____

Witness: _____

Score: _____

RACK'EM UP

Objective: The cadets will be given 15 pellets and 15 minutes to fire a 1 pellet at the centre of each billiard ball.

Scoring: Targets will be scored by totalling the value for each billiard ball where the centre circle has a pellet hole located in it. Value for each ball is found on the billiard ball score sheet.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (15 per participant),
- Rack'em up Target (one per participant),
- Rack'em up scoresheet,
- Target frame, and
- Stopwatch.

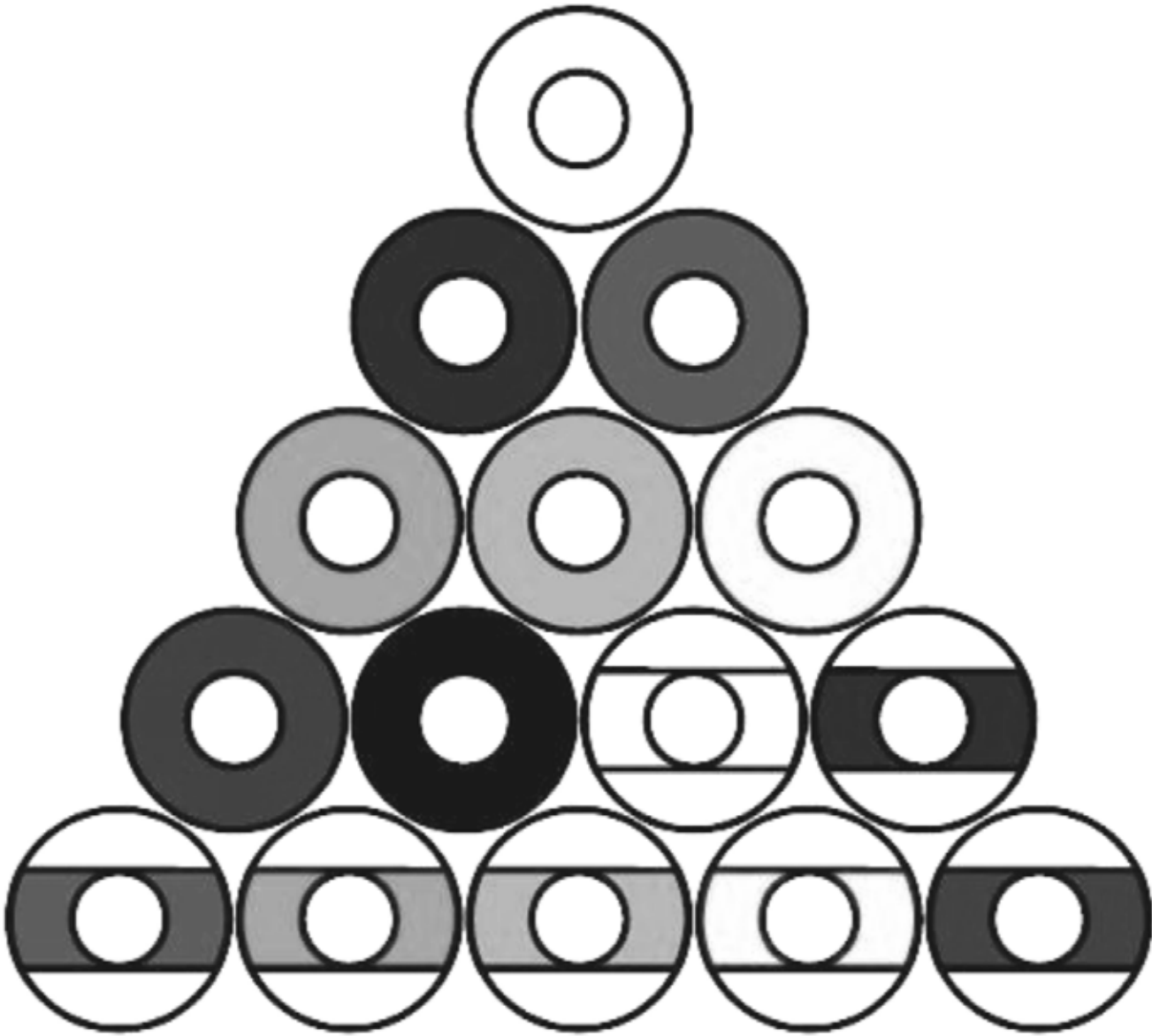
Activity Instructions:

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give each cadet in the relay 15 pellets to fire, one pellet into each billiard ball.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 15 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets awarding one point for each balloon hit.
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Cross firing,
- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

RACK'EM UP TARGET



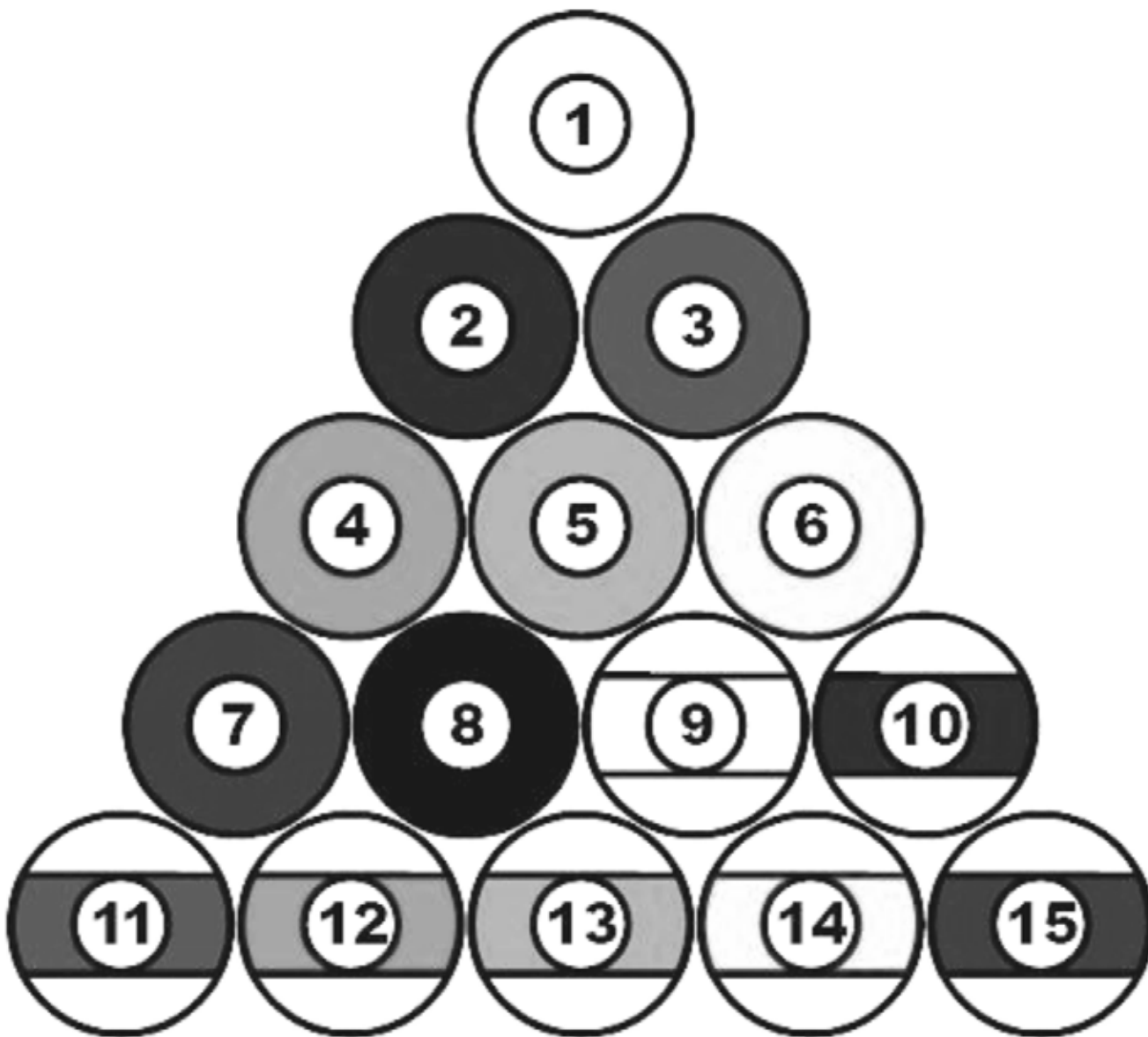
Name:

Date:

Witness:

Score:

RACK'EM UP SCORESHEET



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LIGHTS OUT

Objective: The cadets will be given 10 pellets and 15 minutes to break all 6 light bulbs.

Scoring: One point is awarded for each broken bulb and two points for each broken filament. No points will be awarded for the screw base.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 per participant),
- Lights Out Target (one per participant),
- Target frame, and
- Stopwatch.

Activity Instructions:

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give each cadet in the relay 10 pellets to fire.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 15 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets (see above).
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Cross firing,
- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

LIGHTS OUT TARGET



Name:

Date:

Witness:

Score:

SAVE THE DAY

Objective: The cadets will be given 5 pellets and 10 minutes to fire at (cut) the fuse of the dynamite.

Scoring: To defuse the dynamite, the cadet must hit the fuse above the split without hitting the dynamite. If the fuse is hit below the split, all three pieces must be hit to defuse the dynamite. A hit on the dynamite will cause it to explode.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (five per participant),
- Save the Day Targets (one per participant),
- Target frame, and
- Stopwatch.

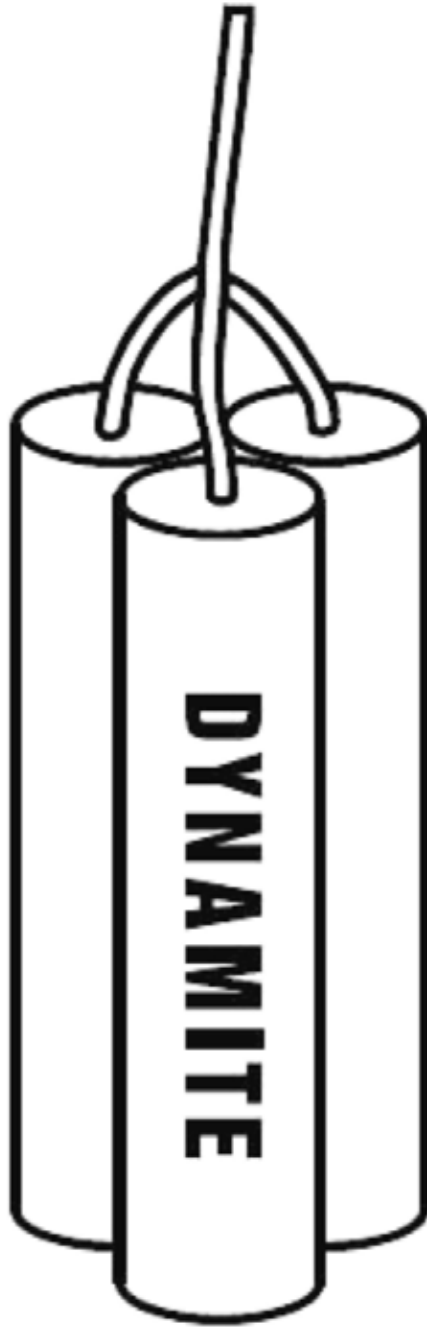
Activity Instructions:

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give each cadet in the relay five pellets to fire at the fuse.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 10 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets (see above).
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Cross firing,
- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

SAVE THE DAY TARGET



Name:

Date:

Witness:

Score:

FLOWER POT

Objective: The cadets will be given 10 pellets and 15 minutes to hit any part of the flower.

Scoring: One point is awarded for each petal, leaf or stem, and two points for each hit in the centre. One point will be deducted for each hit on the flower pot.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 pellets per participant),
- Flower Pot Target (one per participant),
- Target frame, and
- Stopwatch.

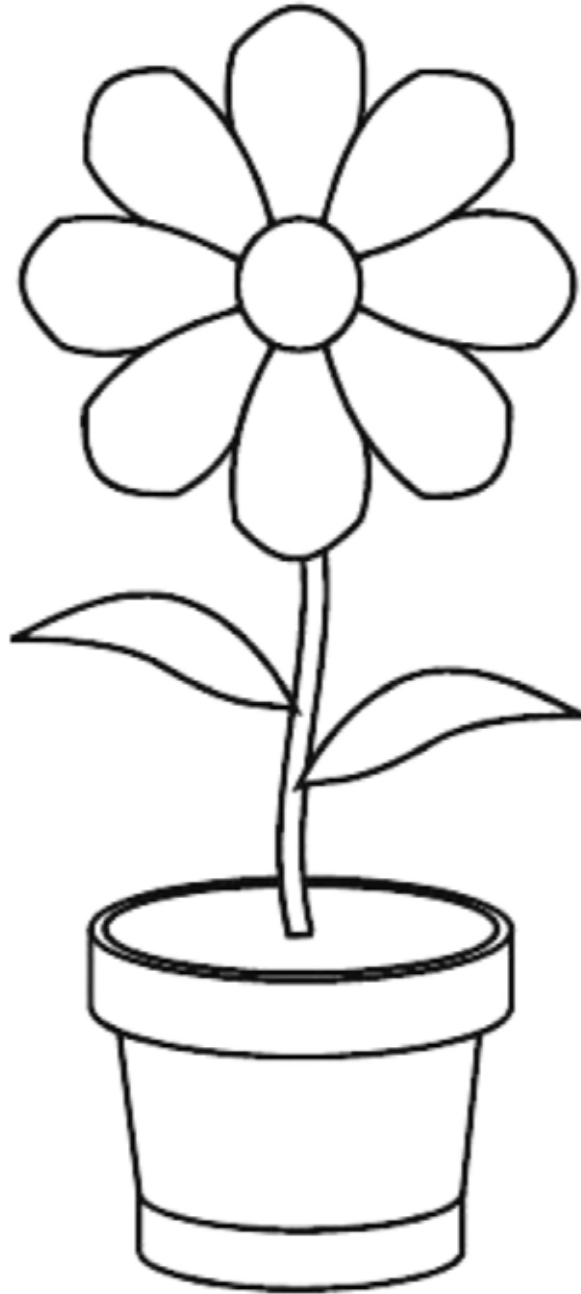
Activity Instructions:

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give each cadet in the relay 10 pellets to fire.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 15 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets (see above).
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Cross firing,
- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

FLOWER POT TARGET



Name:

Date:

Witness:

Score:

CHASE THE DOTS

Objective: To fire pellets into the dots on the target, within a time limit.

Scoring: One point is awarded for each black dot that is hit by a pellet within the time allotted.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 pellets per participant),
- Chase the Dots Target (one per participant),
- Target frame, and
- Stopwatch.

Activity Instructions:

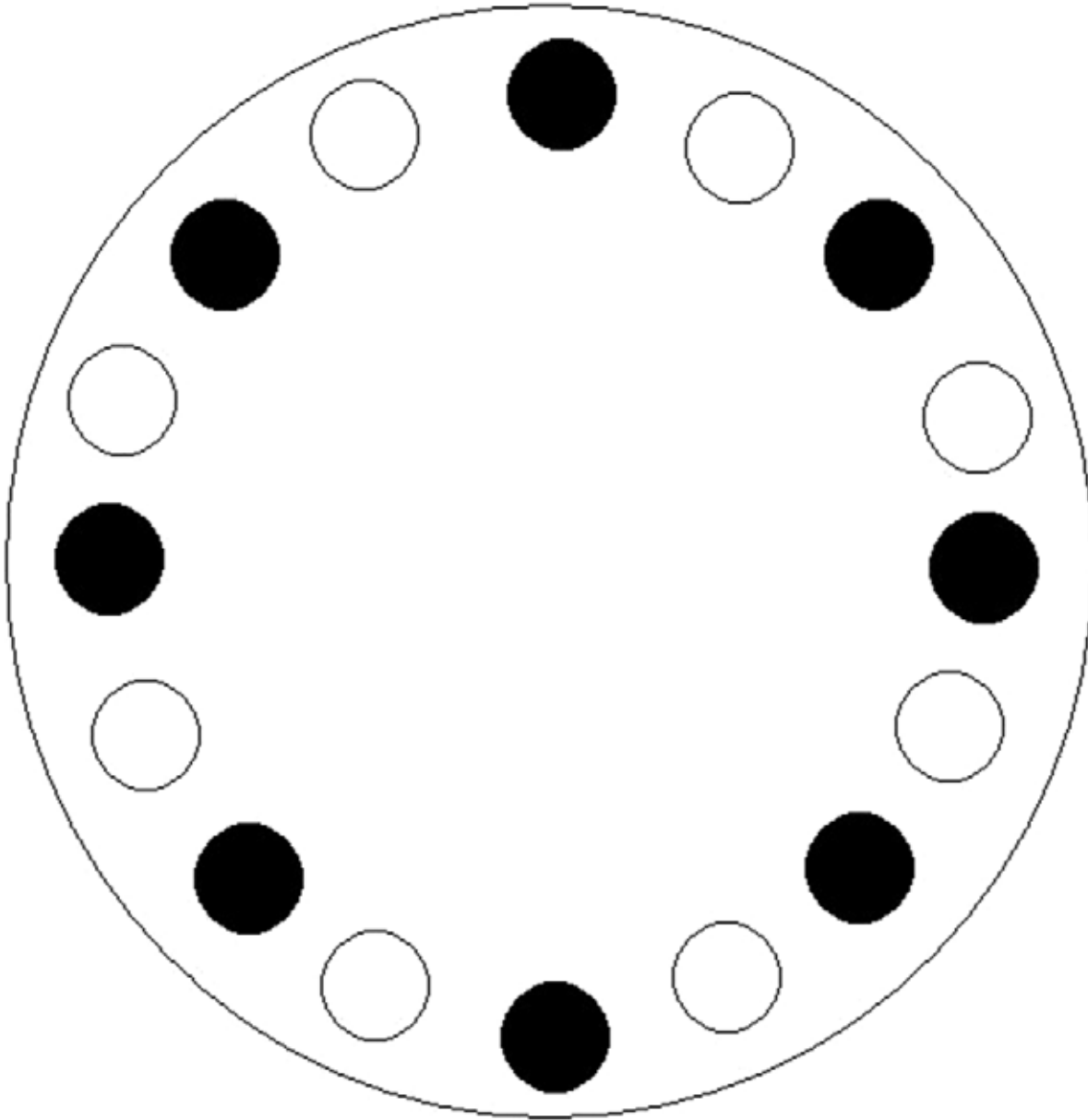
1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets in the relay eight pellets to fire, one pellet into each black dot, in a clockwise direction.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets four minutes to complete firing.
7. Return any unused pellets to the pellet controller.
8. Have the cadets retrieve their targets.
9. Score the targets awarding one point for each black dot hit.
10. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

Note: To make this activity more difficult, shorten the time allowance.

CHASE THE DOTS TARGET



Name: _____

Date: _____

Witness: _____

Score: _____

SPEED GRID

Objective: To fire pellets into the circles on the target, within a time limit.

Scoring: One point is awarded for each circle that is hit by a pellet within the time allotted.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Cadet air rifle five-pellet clip (three per firing lane),
- Air rifle pellets (10 pellets per participant),
- Speed Grid Target (one per participant),
- Target frame, and
- Stopwatch.

Activity Instructions:

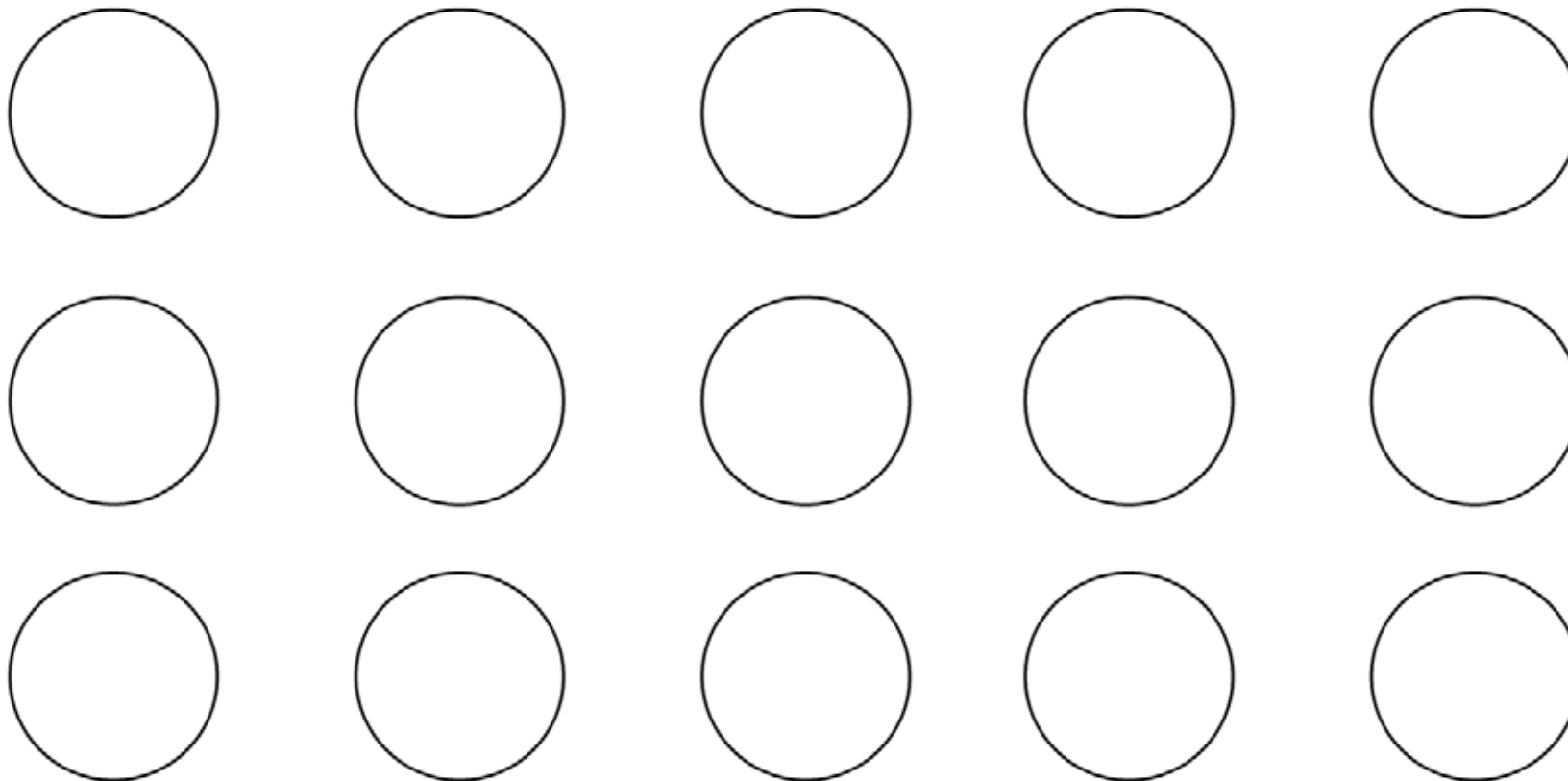
1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets 15 pellets, pre-loaded into three five-pellet clips.
5. Have the cadets fire one pellet into each circle on the target.
6. Have the cadets fire, in relays, following the commands given by the RSO.
7. Give the cadets eight minutes to complete firing.
8. Return any unused pellets to the pellet controller.
9. Have the cadets retrieve their targets.
10. Score the targets awarding one point for each circle hit.
11. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

Note: To make this activity more difficult, shorten the time allowance.

SPEED GRID TARGET



Name: _____

Date: _____

Witness: _____

Score: _____

BEAT THE CLOCK

Objective: To fire pellets into the designated hours (numbers) within a time limit.

Scoring: One point is awarded for each correct hour (number) hit by a pellet within the time allotted.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Cadet air rifle five-pellet clip (three per firing lane),
- Air rifle pellets (6 pellets per participant),
- Beat the Clock Target (one per participant),
- Target frame, and
- Stopwatch.

Activity Instructions:

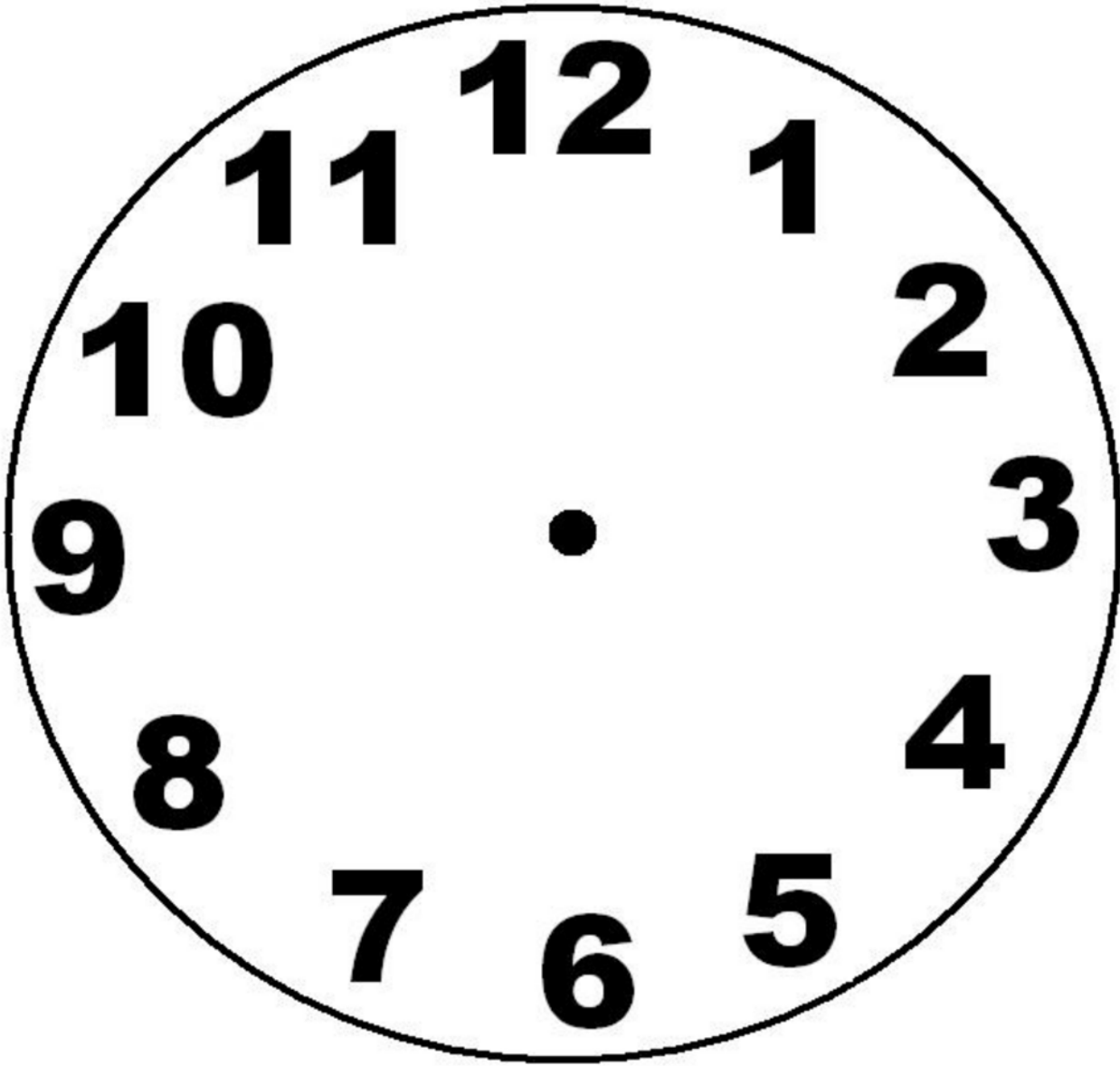
1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets six pellets to fire, one pellet at each hour (number) as it is called.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Have the RSO, using the clock, call out one number every 10 second for a total of six numbers.
7. Return any unused pellets to the pellet controller.
8. Have the cadets retrieve their targets.
9. Score the targets awarding one point for each correct number hit on the target.
10. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

Note: To make this activity more difficult, shorten the time allowance.

BEAT THE CLOCK TARGET



Name: _____

Date: _____

Witness: _____

Score: _____

DARTBOARD

Objective: The cadets will be given 10 pellets and 30 seconds to fire at the highest scores on the dartboard.

Scoring: Targets will be scored by totalling the value for each pellet located in each slice of the board. The bull's-eye has a value of 25 and the area around the outside with the numbers has no point value.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 per participant),
- Dartboard Target (one per participant),
- Target frame, and
- Stopwatch.

Activity Instructions:

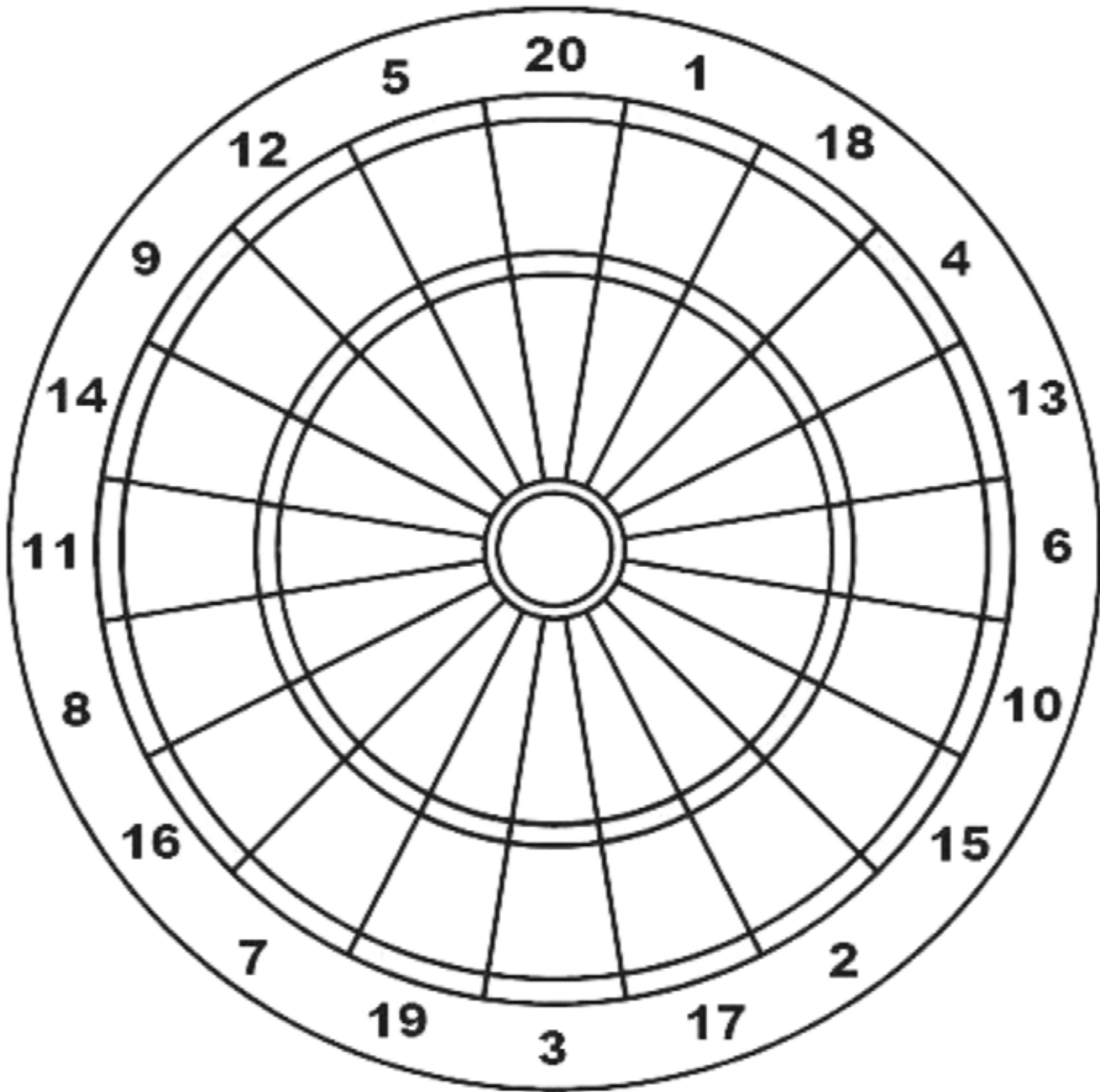
1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets 10 pellets to fire.
5. Have the cadets fire a 30 second timed relay, in relays, following the commands given by the RSO.
6. Return unused pellets to the pellet controller.
7. Have the cadets retrieve their targets.
8. Score the targets (see above).
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

Note: To make this activity more difficult, shorten the time allowance.

DARTBOARD TARGET



Name: _____

Date: _____

Witness: _____

Score: _____

CUT THE FUSES

Objective: The cadets will be given 10 pellets and 30 seconds to fire at the fuses of all 4 pieces of dynamite.

Scoring: The cadets must hit any portion of the fuse without hitting the dynamite; all four pieces must be hit to defuse the dynamite.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 per participant),
- Cut the Fuses Target (one per participant),
- Target frame, and
- Stopwatch.

Activity Instructions:

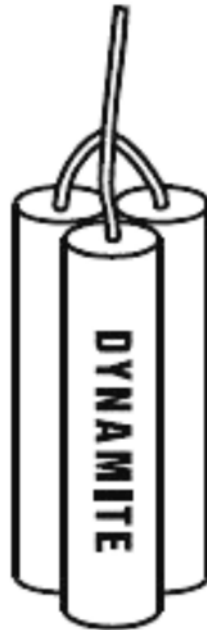
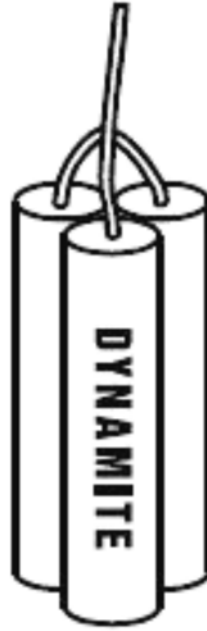
1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets 10 pellets to fire.
5. Have the cadets fire a 30 second timed relay, in relays, following the commands given by the RSO.
6. Return unused pellets to the pellet controller.
7. Have the cadets retrieve their targets.
8. Score the targets (see above).
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

Note: To make this activity more difficult, shorten the time allowance.

CUT THE FUSES TARGET



Name:

Date:

Witness:

Score:

SHOO-FLY

Objective: To provide cadets the opportunity to lead a timed air rifle marksmanship activity.

Scoring: Targets will be scored by totalling the number of flies hit. Each fly can only be hit once.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (20 per participant),
- Shoo-fly Target (one per participant),
- Target frame, and
- Stopwatch.

Activity Instructions:

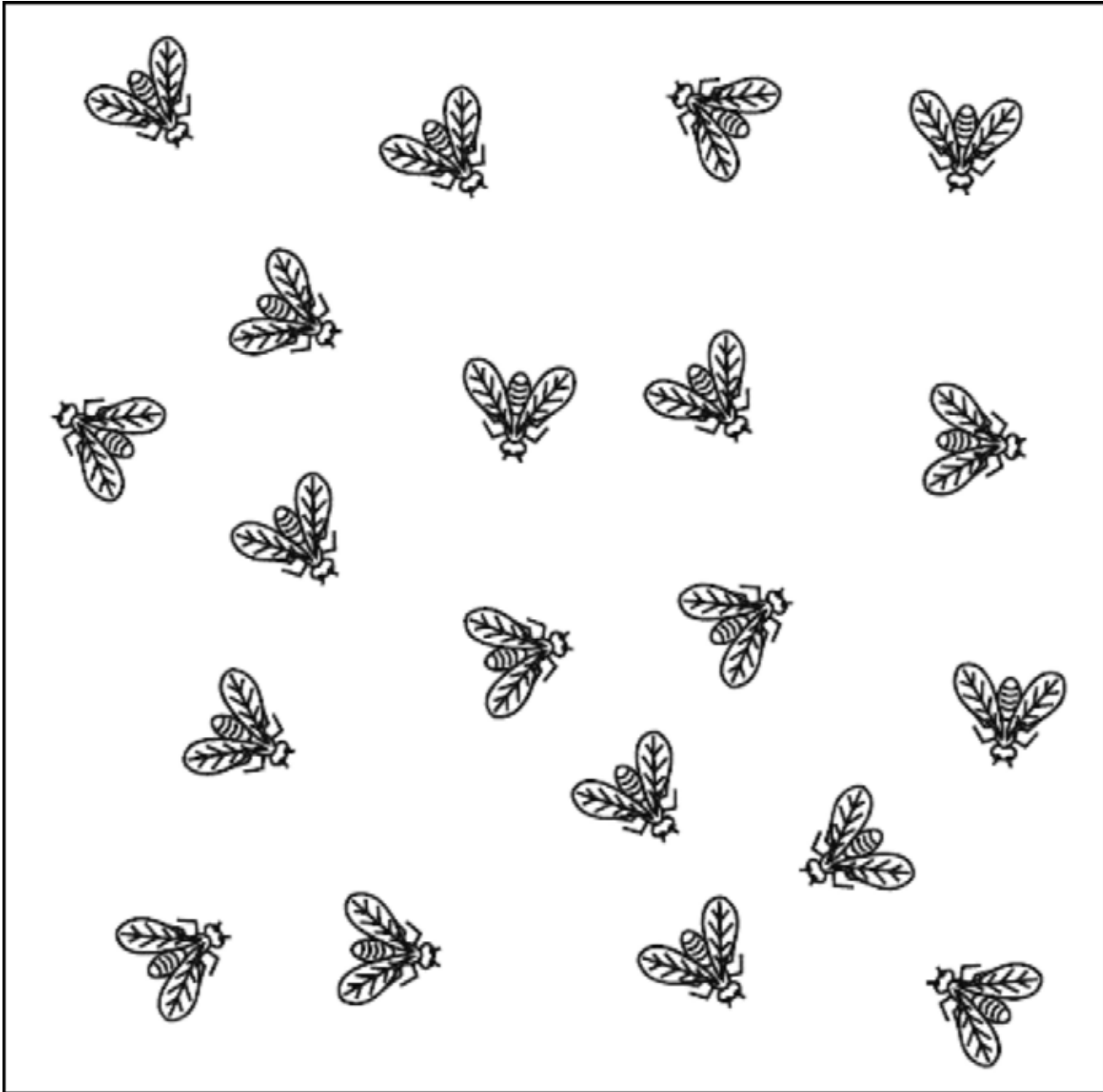
1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets 20 pellets to fire.
5. Have the cadets fire a five minute timed relay, in relays, following the commands given by the RSO.
6. Return unused pellets to the pellet controller.
7. Have the cadets retrieve their targets.
8. Score the targets (see above).
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

Note: To make this activity more difficult, shorten the time allowance.

SHOO-FLY TARGET



Name: _____

Date: _____

Witness: _____

Score: _____

GOOD BREAK

Objective: To provide cadets the opportunity to lead a timed air rifle marksmanship activity.

Scoring: Targets will be scored by totalling the value for each billiard ball where the centre circle has a pellet hole located in it; additional pellets will be scored as zero.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 per participant),
- Good Break Target (one per participant),
- Good Break scoresheet,
- Target frame, and
- Stopwatch.

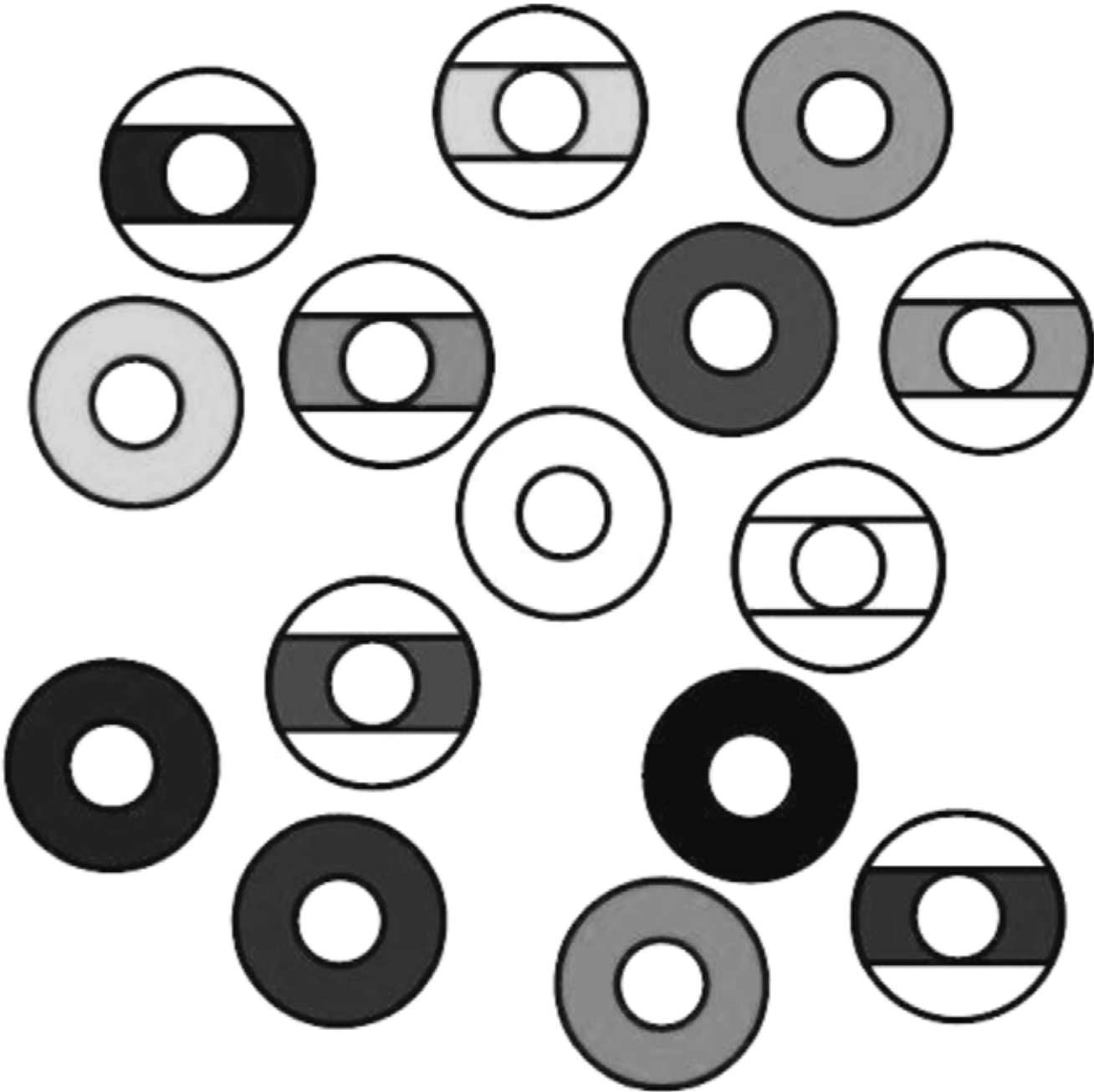
Activity Instructions:

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets 10 pellets to fire.
5. Have the cadets fire a five minute timed relay, in relays, following the commands given by the RSO.
6. Return unused pellets to the pellet controller.
7. Have the cadets retrieve their targets.
8. Score the targets (see above).
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

GOOD BREAK TARGET



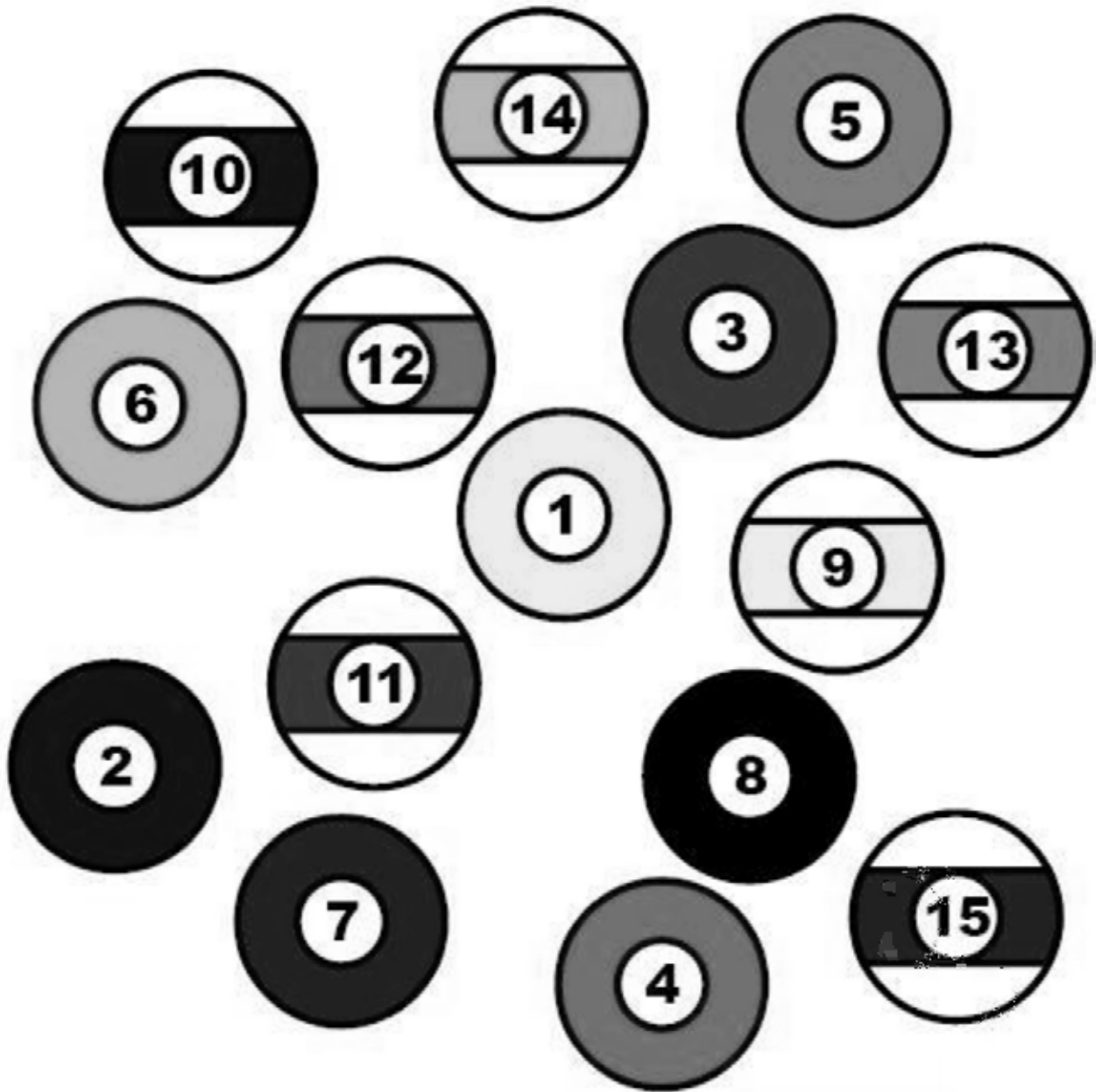
Name: _____

Date: _____

Witness: _____

Score: _____

GOOD BREAK SCORESHEET



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SIMULATED STAGE 1 CHAMPIONSHIP

Objective: To provide cadets the opportunity to compete in a simulated CCMCS Stage 1 Championship (Match 1.1), intended for team selection by:

- competing as an individual against each other;
- firing at a distance of 10 m;
- firing in the prone unsupported position;
- firing one target per relay;
- loading single pellets only; and
- coaching on the firing line as permitted.

Note: This activity shall be conducted IAW Part 4, Section 3 of A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

Scoring: Targets will be scored IAW A-CR-CCP-177/PT-001 *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*, to include:

- Each CCM Competition Target has a highest possible score of 100 points (10 diagrams worth 10 points each).
- All pellet holes are scored using the highest value of the scoring ring that it is broken.
- Pellet holes outside the scoring rings are given a value of zero.
- If more than one pellet is fired on a diagram, the pellet hole with the highest value will be discarded until one pellet hole remains on the diagram. A two-point penalty will be applied for each excess pellet hole.
- Only the prescribed number of pellet holes may be fired at each diagram (eg, if two shots were fired at the first diagram, one diagram on the target would remain blank [free of pellet holes]).

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 pellets),
- CCT2001AR853 (CCM Competition Target),
- .177- / .22-scoring magnifier (scoring magnifier),
- Scoring plug,
- Scoring template,
- Target frame,
- Stopwatch.

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Marksmanship glove, and
- Hat.

Activity Instructions:

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute the CCM Competition Target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets 10 pellets to fire.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 15 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets using a scoring magnifier and / or scoring template.
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

SIMULATED STAGE 2 CHAMPIONSHIP

Objective: To provide cadets the opportunity to compete in a simulated CCMCS Stage 2 Championship (Match 1.2 A), intended for team competition by:

- competing as a team of five competitors;
- firing at a distance of 10 m;
- firing in the prone unsupported position;
- firing two targets per relay;
- firing two relays;
- loading single pellets only; and
- coaching on the firing line as permitted.

Note: This activity shall be conducted IAW Part 4, Section 3 of A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

Scoring: Targets will be scored IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*, to include:

- Each member has a highest possible score of 400 points (40 diagrams worth 10 points each).
- The top four competitors will be counted towards the team's highest possible score of 1600 points.
- All shot holes are scored using the highest value of the scoring ring that it is broken.
- Shots outside the scoring rings are given a value of zero.
- If more than the one pellet is fired on a diagram, the shots with the highest value will be discarded until one shot remains on the diagram. A two-point penalty will be applied for each excess shot.
- Only the prescribed number of shots may be fired at each diagram (eg, if two shots were fired at the first diagram, one diagram on the target would remain blank [free of shots]).

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (40 pellets),
- CCT2001AR853 (air rifle competition target),
- .177- / .22-scoring magnifier (scoring magnifier),
- Scoring plug,
- Scoring template,
- Target frame, and
- Stopwatch.

Activity Instructions:

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute two CCM Competition Targets to each cadet.
3. Have the cadets write their name and date on the targets and attach them to the target frame.
4. Give the cadets 20 pellets to fire.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 30 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets using a scoring magnifier and / or scoring template.
9. Allow the cadets to review and keep their targets.
10. Repeat steps 2 to 9.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.



**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 7

EO C106.02 – CLEAN AND STORE THE CADET AIR RIFLE

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A demonstration was chosen for TP1 as it allows the instructor to demonstrate the procedures for cleaning the cadet air rifle.

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have cleaned and stored the cadet air rifle.

IMPORTANCE

Many inaccuracy complaints can be traced back to a dirty bore. Therefore, air rifles must be cleaned and maintained on a regular basis in order to ensure proper operation and sustained accuracy.

Teaching Point 1**Explain and demonstrate the procedure for cleaning the cadet air rifle.**

Time: 15 min

Method: Demonstration

THE IMPORTANCE OF CLEANING THE AIR RIFLE

No one should attempt to clean a rifle until individual safety precautions have been performed on the rifle, and it is certain that the barrel is clear of any obstructions.

It is important to keep the air rifle clean because a dirty bore will eventually cause accuracy problems. Although air rifles do not suffer from powder deposits as do smallbore and largebore rifles, they do experience a build-up of residue in the barrel.

WHEN TO CLEAN THE AIR RIFLE

There are four main times to clean the cadet air rifle:

1. Before firing,
2. After firing,
3. Periodically, and
4. Before storage.



Cadets will not actually be cleaning the air rifle during this period of instruction. This may be done after participating in a range practice.

CLEANING PROCEDURE FOR THE AIR RIFLE

WHEN	ACTION
Before firing	Fire two to three felt cleaning pellets.
After firing	Fire two to three felt cleaning pellets.
Periodically	<ol style="list-style-type: none"> 1. Fire a felt cleaning pellet soaked in SAE 30 motor oil; 2. Wait five minutes; and 3. Fire three felt cleaning pellets.
Before storage of 3 (three) months or more.	<ol style="list-style-type: none"> 1. Fire two to three felt cleaning pellets; 2. Fire one felt cleaning pellet soaked in SAE 30 motor oil; and 3. Fire three felt cleaning pellets when taking rifle out of storage.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What must be done before attempting to clean an air rifle?
- Q2. When are the four times an air rifle must be cleaned?
- Q3. How many felt cleaning pellets are fired before participating in a range practice?

ANTICIPATED ANSWERS:

- A1. Individual safety precautions.
- A2. Before firing, after firing, periodically, and before storage for three months or more.
- A3. Two to three cleaning pellets will be fired before participating in a range practice.

Teaching Point 2**Explain and demonstrate the sequence for storing the air rifle.**

Time: 10 min

Method: Demonstration and Performance

STORING THE AIR RIFLE IN THE CASE

The sequence for storing the cadet air rifle is the reverse order of the procedure for removing the air rifle from the case:

- 1. Ensure the open case is pointed in a safe direction.
- 2. Close the action (bolt forward and closed).
- 3. Slide safety rod out of the barrel.
- 4. Place the rifle in the case in the direction of the arrow on the case.
- 5. Confirm pumping lever is partially open.
- 6. Confirm the safety catch is ON.
- 7. Close the case.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What position is the bolt in for storage?
- Q2. What direction is the rifle placed in the case?
- Q3. What position is the safety catch placed in for storage?

ANTICIPATED ANSWERS:

- A1. Forward and closed.
- A2. In the direction of the arrow on the case.
- A3. ON, with no red showing.

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1. What must be done before anyone should attempt to clean an air rifle?
- Q2. What types of problems can be caused by a dirty bore?
- Q3. Before storage cleaning is done when a rifle will be stored for how long?

ANTICIPATED ANSWERS:

- A1. They perform individual safety precautions.
- A2. It is important to keep the air rifle clean because a dirty bore will eventually cause accuracy problems.
- A3. Three months or more.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

A dirty air rifle and bore will cause accuracy and operation problems. Therefore, air rifles must be cleaned and maintained on a regular basis in order to ensure proper operation and sustained accuracy.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

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

CHAPTER 7
PO 107 – SERVE IN AN AIR CADET SQUADRON



ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 1

EO M107.01 – DISCUSS YEAR ONE TRAINING

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified year one training.

IMPORTANCE

Having an overview of the training opportunities available in level one prepares new cadets for the training year. They will be able to see how training fits together and identify areas of interest.

Teaching Point 1**Explain proficiency level one subject areas and performance objectives.**

Time: 15 min

Method: Interactive Lecture

PERFORMANCE OBJECTIVES

The cadet training program is comprised of subject areas which are delivered as performance objectives (POs). There POs in proficiency level one are:

Level 1 PO and Subject Area	Description
100 – Positive Social Relations for Youth	Prepares cadets to interact comfortably within the cadet community, interact positively with others, exercise sound judgement, accept personal responsibility for actions and choices, deal with interpersonal conflict, and see assistance from available resources when needed.
101 – Citizenship	Helps cadets be good citizens by encouraging them to perform simple, individual acts in everyday life that will better the lives of others in the community.
102 – Community Service	Encourage cadets to become more active in their communities through participation in a community service activity.
103 – Leadership	Discuss characteristics of followers, set personal goals and participate in team building activities.
104 – Personal Fitness and Healthy Living	Identify activities that will help achieve a healthy lifestyle and develop a personal activity plan.
105 – Physical Activities	Participate in various physical activities.
106 – Air Rifle Marksmanship	Learn the safe handling procedures and techniques in the firing of the cadet air rifle.
107 – General Cadet Knowledge	Discuss training opportunities, identify and address squadron members, wear the cadet uniform.
108 – Drill and Ceremonial	Perform basic movements at the halt and on the march to participate in squadron parades.
120 – CF Familiarization	Participate in Canadian Forces familiarization activities and identifying the mission and objectives of the CF and the role of the air force in the CF.
121 – Canadian Aviation, Aerospace, Aerodrome Operations and Aircraft Manufacturing and Maintenance Community Familiarization	Participate in Canadian Aviation, Aerospace and Aerodrome Operations and Aircraft Manufacturing and Maintenance Community familiarization activities.
129 – Radio Communication	Communicate using the phonetic alphabet and numbers.

Level 1 PO and Subject Area	Description
130 - Aviation	Identify aircraft as military, civilian and cadet, describe the main components of an airplane and becoming familiar with aviation history.
140 - Aerospace	Become familiar with important events in space history and build a model rocket.
160 – Aerodrome Operations	Construct a model aerodrome to become familiar with major aerodrome components and features of a runway.
170 – Aircraft Manufacturing and Maintenance	Discuss aspects of aircraft manufacturing and maintenance and tour a local aviation maintenance facility.
190 – Aircrew Survival	Participate in an overnight aircrew survival exercise.

CONFIRMATION OF TEACHING POINT 1

QUESTION:

Q1. Name one of the subjects taught in Year One (go around the class until all POs have been listed).

ANTICIPATED ANSWER:

- A1. Positive Social Relations for Youth.
 Citizenship.
 Community service.
 Leadership.
 Personal fitness and healthy living.
 Physical Activity.
 Air rifle marksmanship.
 General cadet knowledge.
 Drill and ceremonial.
 CF Familiarization.
 Canadian aviation, aerospace, aerodrome operations and aircraft manufacturing and maintenance community familiarization.
 Radio Communication.
 Aviation.
 Aerospace.
 Aircraft manufacturing and maintenance.
 Aerodrome Operations.
 Aircrew Survival.

Teaching Point 2**Discuss squadron optional training.**

Time: 10 min

Method: Interactive Lecture

SQUADRON OPTIONAL TRAINING

In addition to the mandatory training, the squadron may also offer extracurricular activities, called optional training. This may include, but is not limited to:

- bands,
- drill teams,
- sports teams,
- interest clubs,
- ground school,
- biathlon,
- marksmanship,
- trips and tours, and
- special events.

Days of training, timings, level of participation and any other important details should be included.



Discuss only optional activities provided by the squadron. Cadets or staff members involved with those specific activities can be invited to give short presentations.

CONFIRMATION OF TEACHING POINT 2

QUESTION:

Q1. Which optional activities are you most interested in?

ANTICIPATED ANSWER:

A1. Will vary by cadet.

END OF LESSON CONFIRMATION

QUESTIONS:

Q1. Name five of the subjects taught in Year One.

Q2. Name one optional activity offered by the squadron (go around the class until the main activities are covered).

ANTICIPATED ANSWERS:

A1. Positive Social Relations for Youth.
Citizenship.

Community service.
 Leadership.
 Personal fitness and healthy living.
 Physical Activity.
 Air rifle marksmanship.
 General cadet knowledge.
 Drill and ceremonial.
 CF Familiarization.
 Canadian aviation, aerospace, aerodrome operations and aircraft manufacturing and maintenance community familiarization.
 Radio Communication.
 Aviation.
 Aerospace.
 Aircraft manufacturing and maintenance.
 Aerodrome Operations.
 Aircrew Survival.

A2. Will vary by squadron.

CONCLUSION

HOMEWORK / READING / PRACTICE

The squadron training calendar will have information on optional activities.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

There is a wide variety of training available in level one. Cadets should look for opportunities to become involved in activities that interest them. The more activities cadets get involved in at the unit, the more they will enjoy and benefit from the program.

INSTRUCTOR NOTES / REMARKS

Much of the material in this lesson will be specific to each squadron. The squadron training plan must be reviewed in order to accurately represent the mandatory, complementary and support days.

REFERENCES

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

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ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 2

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

Total Time:	30 min
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PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Have one air cadet rank slip-on for each cadet.

Have one RCAF officer rank slip-on for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 3 as it allows the instructor to present the information.

An in-class activity was chosen for TPs 2 and 4 as it is a fun and interesting way to measure the cadets' comprehension of the material.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified air cadet and RCAF officer ranks.

IMPORTANCE

It is important that the cadets be able to identify the ranks of both cadets and officers in order to pay proper marks of respect. It is a matter of courtesy to address people by their correct rank.

Teaching Point 1**Identify air cadet ranks.**

Time: 5 min

Method: Interactive Lecture

CADET RANKS

Every cadet in the squadron has a rank. Ranks are an indication of the experience and responsibility of each cadet.

AIR CADET (AC)

Cadets will start at the rank of air cadet upon enrolment.

There is no badge for the rank of Air Cadet.

LEADING AIR CADET (LAC)

Cadets may be recommended for promotion to the rank of Leading Air Cadet upon completion of five months of training.

The Leading Air Cadet badge is a propeller. When worn on the jacket it is worn on the upper sleeves, centred midway between the shoulder seam and the point of the elbow.



adapted from Rank Badges, retrieved 30 Mar 2006 from http://www.cadets.ca/aircad/resources-ressources/symbols/air_pages_all/air_rank.html

Figure 1 Leading Air Cadet Rank Badge

CORPORAL (CPL)

Cadets may be recommended for promotion to the rank of Corporal after successfully completing Proficiency Level One.

The Corporal rank badge has two chevrons. When worn on the jacket it is worn on the upper sleeves, centred midway between the shoulder seam and the point of the elbow.



adapted from Rank Badges, retrieved 30 Mar 2006 from http://www.cadets.ca/aircad/resources-ressources/symbols/air_pages_all/air_rank.html

Figure 2 Corporal Rank Badge

FLIGHT CORPORAL (FCPL)

Cadets may be recommended for promotion to the rank of Flight Corporal after completing six months of service at the rank of Corporal and successfully completing Proficiency Level Two.

The Flight Corporal badge has two chevrons and a crown. When worn on the jacket, it is worn on the upper sleeves, centred midway between the shoulder seam and the point of the elbow.



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

Figure 3 Flight Corporal Rank Badge

SERGEANT (SGT)

Cadets may be recommended for promotion to the rank of Sergeant after completing six months of service at the rank of Flight Corporal and successfully completing Proficiency Level Three.

The Sergeant rank badge has three chevrons. When worn on the jacket it is worn on the upper sleeves, centred midway between the shoulder seam and the point of the elbow.



adapted from Rank Badges, retrieved 30 Mar 2006 from http://www.cadets.ca/aircad/resources-ressources/symbols/air_pages_all/air_rank.html

Figure 4 Sergeant Rank Badge

FLIGHT SERGEANT (FSGT)

Cadets may be recommended for promotion to the rank of Flight Sergeant after completing six months of service at the rank of Sergeant and successfully completing Proficiency Level Four.

The Flight Sergeant rank badge has three chevrons and a crown. When worn on the jacket it is worn on the upper sleeves, centred midway between the shoulder seam and the point of the elbow.



adapted from Rank Badges, retrieved 30 Mar 2006 from http://www.cadets.ca/aircad/resources-ressources/symbols/air_pages_all/air_rank.html

Figure 5 Flight Sergeant Rank Badge

WARRANT OFFICER SECOND CLASS (WOII)

Cadets may be recommended for promotion to the rank of Warrant Officer Second Class after completing six months of service at the substantive rank of Flight Sergeant and being identified as a successful candidate through the merit review board process.

The Warrant Officer Second Class badge is a crown encircled by a wreath. When worn on the jacket it is worn on the lower sleeves, centred midway between the bottom of the cuff and the point of the elbow.



adapted from Rank Badges, retrieved 30 Mar 2006 from http://www.cadets.ca/aircad/resources-ressources/symbols/air_pages_all/air_rank.html

Figure 6 Warrant Officer Second Class Rank Badge

WARRANT OFFICER FIRST CLASS (WOI)

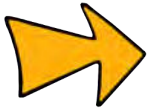
Warrant Officer First Class is the highest rank a cadet may achieve. Cadets may be recommended for promotion to the rank of Warrant Officer First Class after completing six months of service at the substantive rank of Warrant Officer Second Class and being identified as a successful candidate through the merit review board process.

The Warrant Officer First Class badge is the Canadian Coat of Arms. When worn on the jacket it is worn on the lower sleeves, centred midway between the bottom of the cuff and the point of the elbow.



adapted from Rank Badges, retrieved 30 Mar 2006 from http://www.cadets.ca/aircad/resources-ressources/symbols/air_pages_all/air_rank.html

Figure 7 Warrant Officer First Class Rank Badge



Ranks are also worn as slip-ons on the all-season jacket and the short sleeve shirt. Slip-ons are worn on both shoulders.



Bringing the badges and/or slip-ons into the classroom to hand around for the cadets to look at would add an element of realism to the class.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What is the highest rank a cadet may achieve?
- Q2. Which rank has three chevrons?
- Q3. To what rank is a cadet promoted to upon completion of five months of training?

ANTICIPATED ANSWERS:

- A1. Warrant Officer First Class.
- A2. Sergeant.
- A3. Leading Air Cadet.

Teaching Point 2
Conduct an air cadet ranks activity.

Time: 5 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for cadets to become familiar with air cadet ranks.

RESOURCES

- One air cadet rank slip-on per cadet. (There can be more than one cadet with the same rank).
- Tape.

ACTIVITY INSTRUCTIONS

1. Tape one rank to the back of each cadet (the cadet does not get to see the rank that is on their back).
2. Have the cadets walk around and ask other cadets yes or no questions to determine what rank they are wearing. For example, "Do I have two chevrons?" The cadet has to determine from the answers to their questions what rank they are.
3. The cadets can only ask one question to each of the other cadets. They cannot ask the same cadet more than one question to determine what rank they are. This will ensure the cadets are interacting fully with the other members of the class.
4. Once cadets have determined what rank they think they are, have them form a group with any other cadets who are the same rank, if there are any.
5. After 10 minutes, have the cadets split into their rank groups. They will then present what rank they think they are based on the information they received. For example, if a group has determined they have only two chevrons on their back, they would present themselves as the corporal group / individual.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Nil.

Teaching Point 3

Identify RCAF officer ranks.

Time: 10 min

Method: Interactive Lecture



The instructor should make the cadets aware that they will not usually encounter senior or general officers at the squadron. However, some larger squadrons may have a major as the commanding officer. More emphasis should be placed on the subordinate and junior officers during the lesson.

SUBORDINATE OFFICER – OFFICER CADET

The officer cadet rank is identified by one thin gold braid.



www.forces.gc.ca/site/Community/insignia/aira_e.asp

Figure 8 Officer Cadet Rank

JUNIOR OFFICERS

Once an officer is promoted to the rank second lieutenant they become a commissioned member of the Canadian Forces. Receiving a commission means that a person has been recognized by the monarchy (Queen or King) to serve as an officer.

SECOND LIEUTENANT (2LT)

The rank of Second Lieutenant is identified by one thick gold braid.



www.forces.gc.ca/site/Community/insignia/aira_e.asp

Figure 9 Second Lieutenant Rank

LIEUTENANT (LT)

The rank of Lieutenant is identified by one thick gold braid, with one thin gold braid on top of it.



www.forces.gc.ca/site/Community/insignia/aira_e.asp

Figure 10 Lieutenant Rank

CAPTAIN (CAPT)

The rank of Captain is identified by two thick gold braids.



www.forces.gc.ca/site/Community/insignia/aira_e.asp

Figure 11 Captain Rank

SENIOR OFFICERS**MAJOR (MAJ)**

The rank of Major is identified by two thick gold braids with one thin gold braid in between.



www.forces.gc.ca/site/Community/insignia/aira_e.asp

Figure 12 Major Rank

LIEUTENANT COLONEL (LCOL)

The rank of Lieutenant Colonel is identified by three thick gold braids.



www.forces.gc.ca/site/Community/insignia/aira_e.asp

Figure 13 Lieutenant Colonel Rank

COLONEL (COL)

The rank of Colonel is identified by four thick gold braids.



www.forces.gc.ca/site/Community/insignia/aira_e.asp

Figure 14 Colonel Rank

GENERAL OFFICERS

General officers are unique in that there are two manners to distinguish their ranks. All four of these ranks will wear one extra thick braid on the sleeve of their dress uniform. To distinguish between the four general ranks, there are differences in their epaulettes. All of the epaulettes will have a crown over a crossed sabre and baton, with the distinguishing feature being the number of maple leaves under the swords.

BRIGADIER GENERAL (BGEN)

The rank of Brigadier General is identified by one maple leaf under the swords.



www.forces.gc.ca/site/Community/insignia/aira_e.asp

Figure 15 Brigadier General Rank

MAJOR GENERAL (MGEN)

The rank of Major General is identified by two maple leaves under the swords.



www.forces.gc.ca/site/Community/insignia/aira_e.asp

Figure 16 Major General Rank

LIEUTENANT GENERAL (LGEN)

The rank of Lieutenant General is identified by three maple leaves in a triangular pattern under the swords.



www.forces.gc.ca/site/Community/insignia/aira_e.asp

Figure 17 Lieutenant General Rank

GENERAL (GEN)

The rank of General is identified by four maple leaves in a diamond pattern under the swords.



www.forces.gc.ca/site/Community/insignia/aira_e.asp

Figure 18 General Rank

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. What is the lowest rank that an air officer may hold?
- Q2. Which rank has two thick gold braids?
- Q3. How many braids does a Lieutenant wear?

ANTICIPATED ANSWERS:

- A1. Officer Cadet.
- A2. Captain.
- A3. One narrow and one wide braid.

Teaching Point 4**Conduct an RCAF officer ranks activity.**

Time: 5 min

Method: In-Class Activity

ACTIVITY – RANK TRADE

OBJECTIVE

The objective of this activity is for cadets to become familiar with the air officer ranks.

RESOURCES

One RCAF officer slip-on per cadet.

ACTIVITY INSTRUCTIONS

1. Distribute one slip-on to each cadet.
2. Have the cadets introduce their rank to another cadet. When both cadets have introduced their ranks, they will trade slip-ons. Repeat so that each cadet has traded with three different cadets.
3. Have the cadets form groups based on the ranks they are holding.
4. Direct the groups to form a line of ranks in ascending order.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Nil.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Every member of the squadron has a rank. It is important to be able to recognize cadets and officers by their rank in order to demonstrate the proper respect. Practicing rank recognition and knowing the officers at the squadron is vital for cadets to be able to serve as a member of the squadron. Rank recognition is the first step in knowing and following the chain-of-command.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-149 CATO 13-02 Director Cadets 4. (2009). *Cadet rank promotions*. Ottawa, ON: Department of National Defence.

A3-005 QR&O 3.01 Departments of National Defence. (2006). *QR&O 3.01: Ranks and designation of rank*. In Queen's Regulations and Orders for the Canadian Forces (Vol. 1, Ch 3). Ottawa, ON.



ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 3

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

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have observed rules and procedures for paying compliments.

IMPORTANCE

It is important that the cadets be able to address cadet NCO, subordinate officers, commissioned officers and pay compliments. They will have many opportunities to practice these skills during their time as a cadet.

Teaching Point 1**Explain the procedures for addressing cadet NCOs and subordinate officers.**

Time: 10 min

Method: Interactive Lecture

ADDRESSING CADET NCOS AND SUBORDINATE OFFICERS

It is important to pay the correct compliments to the appropriate individuals.

When addressing a cadet NCO or a subordinate officer, the cadet will stand at the position of attention. As cadet NCOs and subordinate officers do not hold a commission from the Queen, they are not saluted. Throughout the conversation, the cadet shall address the NCO or subordinate officer by their rank and surname and remain at the position of attention. When the cadet has completed addressing the NCO or officer, they should dismiss themselves appropriately by turning to the right.



The instructor should demonstrate this process prior to the activity.

ACTIVITY

OBJECTIVE

The objective of the activity is to allow the cadets to practice the procedures for addressing cadet NCOs and subordinate officers.

RESOURCES

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs. Assign one as the cadet NCO or subordinate officer.
2. Have the other cadet approach and address the cadet NCO / subordinate officer.
3. Have the cadet NCO /subordinate officer dismiss the cadet.
4. Have the cadets change roles.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Nil.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. Do cadet NCOs and subordinate officers hold a commission from the Queen?
- Q2. If they do not hold a commission, are they saluted?
- Q3. Name an action the cadet should take while addressing a cadet NCO/subordinate officer.

ANTICIPATED ANSWERS:

- A1. No, they do not hold a commission.
- A2. No, they are not saluted.
- A3. Standing at the position of attention, addressing by rank and surname, and dismissing appropriately.

Teaching Point 2**Explain the procedures for addressing a commissioned officer.**

Time: 5 min

Method: Interactive Lecture

ADDRESSING COMMISSIONED OFFICERS

When addressing commissioned officers, the same procedures are followed as when addressing NCOs and subordinate officers except a salute shall be given.

The cadet shall stand at the position of attention after approaching the commissioned officer. The cadet will then give the appropriate salute as outlined in A-DH-201-000/PT-000, *Canadian Forces Manual of Drill and Ceremonial*. Throughout the conversation the cadet shall address the commissioned officer by their rank and surname and always remain at the position of attention unless otherwise directed by the commissioned officer. When the cadet has completed addressing the officer, they should again salute and dismiss themselves appropriately.



The instructor should demonstrate this process prior to the activity.

ACTIVITY

OBJECTIVE

The objective of the activity is to allow the cadets to practice the procedures for addressing commissioned officers.

RESOURCES

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs. Assign one as the commissioned officer.
2. Have the other cadet approach, salute and address the commissioned officer.

3. Have the commissioned officer dismiss the cadet.
4. Have the cadets change roles

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Nil.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. Are you required to salute commissioned officers? Why?
- Q2. When should the commissioned officer be saluted?

ANTICIPATED ANSWERS:

- A1. Yes. They hold a commission from the Queen (King).
- A2. After the officer has been approached and prior to dismissal.

Teaching Point 3

Explain the regulations for paying compliments inside a building.

Time: 5 min

Method: Interactive Lecture

PAYING COMPLIMENTS INSIDE A BUILDING

Salutes are not given inside buildings except when on parade, during ceremonial occasions, or when entering and leaving offices. However, cadets shall turn their head and offer a polite greeting when meeting an officer in a common area. It is not customary to wear headdress inside a building.

ENTERING AN OFFICE

When entering an office the cadet shall:

- stand at the position of attention in the doorway;
- salute if wearing headdress and the office occupant holds a commission; and
- politely ask permission to enter the office.

LEAVING AN OFFICE

When leaving an office the cadet shall:

- stand at the position of attention in the doorway;
- salute if wearing headdress and the office occupant holds a commission; and
- depart.



The instructor should demonstrate this process prior to the activity.



RCAC Level one handbook, Cadets Canada, 1993

Figure 1 Entering and Leaving an Office

ACTIVITY

OBJECTIVE

The objective of this activity is to allow the cadets to practice the procedures for entering and leaving offices.

RESOURCES

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs. Assign one of them as the cadet to enter / leave an office while the other is "in" the office.
2. Have the cadet practice entering / leaving the office.
3. Have the cadets change roles.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Nil.

CONFIRMATION OF TEACHING POINT 3

QUESTION:

- Q1. Name two times or places where compliments are paid inside a building.

ANTICIPATED ANSWER:

A1. Parade Square, ceremonial occasions, entering and leaving offices.

Teaching Point 4

Explain other occasions to pay compliments.

Time: 5 min

Method: Interactive Lecture

OTHER OCCASIONS TO PAY COMPLIMENTS

It is appropriate for cadets to salute on different occasions.

- When the Canadian or another foreign national anthem is played.
 - When recognizing a commissioned officer who is not in uniform.
 - When the National Flag of Canada is being lowered or raised.
 - When boarding or disembarking any of Her Majesty's Canadian ships or those of a foreign service, cadets shall pay compliments to the quarterdeck.
-

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

Q1. Does one salute when recognizing a commissioned officer out of uniform?

Q2. Does one pay compliments if the Star Spangled Banner is played?

ANTICIPATED ANSWERS:

A1. Yes, compliments shall be paid.

A2. Yes, compliments are paid for all national anthems.

END OF LESSON CONFIRMATION

The cadets' participation in the activities will serve as confirmation for this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

There will be many opportunities to address cadet NCOs, subordinate and commissioned officers and pay compliments inside a building. These acts may feel awkward initially and are part of a disciplined military culture. With practice, they will become natural. These acts of comportment are key ways to demonstrate respect for senior cadets and superiors.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

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

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ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 4

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

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to the aim and motto of the Air Cadet Program.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have stated the aim and motto of the Air Cadet program.

IMPORTANCE

Knowing the aims and motto of the air cadet program are fundamental for any cadet. This information will give cadets a better understanding of how the cadet program can help them develop as a cadet and an individual.

Teaching Point 1**State the mission of the cadet program.**

Time: 5 min

Method: Interactive Lecture

MISSION

The mission of the cadet program is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.

CONFIRMATION OF TEACHING POINT 1

QUESTION:

- Q1. What is the mission of the cadet program?
- Q2. What does the mission mean to you?

ANTICIPATED ANSWER:

- A1. The mission of the cadet program is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.
- A2. Answers will vary.

Teaching Point 2**State the vision of the cadet program.**

Time: 5 min

Method: Interactive Lecture

VISION

The vision of the cadet program is a relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well organized and safe activities.

CONFIRMATION OF TEACHING POINT 2

QUESTION:

- Q1. What is the vision of the cadet program?
- Q2. What does the vision mean to you?

ANTICIPATED ANSWER:

- A1. The vision of the cadet program is a relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well organized and safe activities.
- A2. Answers will vary.

Teaching Point 3**Describe the aim of the cadet program.**

Time: 10 min

Method: Interactive Lecture

DEVELOP IN YOUTH THE ATTRIBUTES OF GOOD CITIZENSHIP AND LEADERSHIP

The cadet program aims to assist in the development of cadets as good citizens and leaders.

Through citizenship and community services activities, the cadet develops an appreciation for community membership and involvement within cadet, local, regional, provincial, national, and global communities. Cadets' active involvement will have a positive impact on local communities, which will contribute to community strength and vibrancy.

Through leadership activities, cadets develop interpersonal skills and assume responsibility as effective team members, leaders and dynamic coaches. They will develop the ability to conduct themselves in an ethical and socially responsible way.

PROMOTE PHYSICAL FITNESS

The cadet program aims to promote physical well-being. Cadets develop an understanding of the benefits of fitness and a healthy lifestyle. This understanding, combined with on-going participation in fitness activities, aids in the development of positive attitudes and behaviours that build resiliency within cadets and enable them to meet challenges.

STIMULATE THE INTEREST OF YOUTH IN THE SEA, LAND AND AIR ACTIVITIES OF THE CANADIAN FORCES (CF)

The cadet program aims to expose youth to the sea, land and air activities of the CF. Cadets develop elemental skills through introduction and interaction with their respective CF communities. The cadet program educates and promotes liaison with civilian maritime, adventure and aviation communities. These combined experiences and interactions are essential to the unique identity of the sea, army and air cadet organizations. Also, they distinguish the cadet program as a whole from other youth development programs.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. What is the aim of the cadet program?
- Q2. How does the cadet program help in developing good citizens and leaders?
- Q3. How does the cadet program promote physical fitness?
- Q4. How does the cadet program stimulate an interest in the sea, land and air activities of the Canadian Forces?

ANTICIPATED ANSWERS:

- A1. 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 CF.
- A2. Through citizenship and community services activities, the cadet develops an appreciation for community membership and involvement within cadet, local, regional, provincial, national, and global communities. Cadets' active involvement will have a positive impact on local communities, which will contribute to community strength and vibrancy.

Through leadership activities, cadets develop interpersonal skills and assume responsibility as effective team members, leaders and dynamic coaches. They will develop the ability to conduct themselves in an ethical and socially responsible way.

- A3. The cadet program aims to promote physical well-being. Cadets develop an understanding of the benefits of fitness and a healthy lifestyle. This understanding, combined with on-going participation in fitness activities, aids in the development of positive attitudes and behaviours that build resiliency within cadets and enable them to meet challenges.
- A4. The cadet program aims to expose youth to the sea, land and air activities of the CF. Cadets develop elemental skills through introduction and interaction with their respective CF communities. The cadet program educates and promotes liaison with civilian maritime, adventure and aviation communities. These combined experiences and interactions are essential to the unique identity of the sea, army and air cadet organizations. Also, they distinguish the cadet program as a whole from other youth development programs.

Teaching Point 4**State the motto of the air cadet program.**

Time: 5 min

Method: Interactive Lecture

MOTTO

The motto of the air cadet program is: To Learn - To Serve - To Advance.

- To Learn - the cadets learn new things throughout the program from qualified people, from various fields of expertise.
- To Serve – the cadet learns how to serve in the community and within their local squadron.
- To Advance - the cadet is able to advance through the program by gaining knowledge and then passing their knowledge and experience on to other cadets.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

- Q1. What is the motto of the air cadet program?
- Q2. What does 'To Learn' mean?
- Q3. What does 'To Serve' mean?
- Q4. What does 'To Advance' mean?

ANTICIPATED ANSWERS:

- A1. To Learn – To Serve – To Advance.
- A2. The cadet learns new things throughout the program from qualified people, from various fields of expertise.
- A3. The cadet learns how to serve in the community and within their local squadron.
- A4. The cadet is able to advance through the program by gaining knowledge and then passing their knowledge and experience on to other cadets.



Other answers to questions 2 to 4 may arise. Each aspect of the motto can mean something different for each cadet.

END OF LESSON CONFIRMATION

The cadets' responses to questioning after each teaching point will serve as confirmation for this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The aims and motto of the air cadet program provide the cadet with a greater understanding of what it means to be an air cadet, and will foster a sense of pride in belonging to the air cadet program.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-010 CATO 11-03 Director Cadets 3. (2006). *Cadet program mandate*. Ottawa, ON: Department of National Defence.

C2-040 The Air Cadet League of Canada. (2006). *Policy 3.1: aim of the Canadian cadet organizations*. Retrieved 25 May, 2006, from http://www.aircadetleague.ca/templates/pdf/refmanual/english/pol_3_1.pdf

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ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 5

EO M107.05 – WEAR THE AIR CADET UNIFORM

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have worn the air cadet uniform.

IMPORTANCE

The cadet uniform is highly recognizable and the standard of personal dress, appearance and grooming shall be such as to reflect credit on the individual and the Canadian Cadet Organization (CCO).

Teaching Point 1**Explain the correct manner in which to wear headdress.**

Time: 5 min

Method: Interactive Lecture



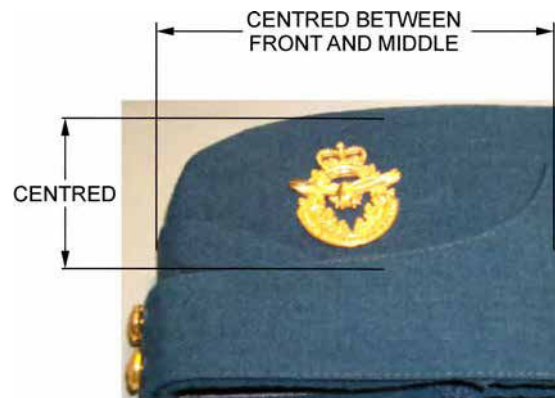
As each piece of uniform is being presented, the instructor should explain and show the proper wear and care (where applicable) of the piece using a senior cadet as a demonstrator.

WEDGE

The wedge shall be worn on the right side of the head with the lower point of the front crease in the centre of the forehead and with the front edge of the cap 2.5 cm above the right eyebrow. Two air force buttons must be attached in pre-cut holes at the front.

WEDGE INSIGNIA

The wedge insignia is to be worn on the left side of the wedge with the centre of the badge positioned midway between the front and mid-point of the wedge.



Royal Canadian Air Cadet Dress Instructions

Figure 1 Placement of Wedge Insignia

WIDE BRIMMED TAN SUMMER HAT

The wide brimmed tan summer hat may be worn during summer activities for which the wedge is unsuitable.

TOQUE

The toque may be worn outside when weather conditions dictate.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. On what side of the wedge is the insignia worn?
- Q2. Where are the two air force buttons placed on the wedge?
- Q3. When and where can the toque be worn?

ANTICIPATED ANSWERS:

- A1. Left side.
- A2. In pre-cut holes on the front of the wedge.
- A3. Outside when weather conditions dictate.

Teaching Point 2

Explain the correct manner to wear and care for clothing articles on the upper body.

Time: 10 min

Method: Interactive Lecture



As each piece of uniform is being presented, the instructor should explain and show the proper wear and care (where applicable) of the piece using a senior cadet as a demonstrator.

SHORT SLEEVE SHIRT

The short sleeve shirt may be worn with or without the tie. It can also be worn with or without the jacket. It shall be kept clean and pressed. The only crease is to be down the centre of each sleeve starting at the centre of each epaulette. The shirt shall be tucked into the pants and the top button shall remain open when not wearing the tie.

NECKTIE

The necktie shall be knotted neatly using a Windsor or four in hand knot and shall be kept tight. Plain gold colour tie clips or pins may be used. When the jacket is removed the tie shall not be tucked into the shirt except for safety reasons.



WINDSOR KNOT

Royal Canadian Air Cadet Dress Instructions

Figure 2 Method for Tying a Windsor Knot



FOUR-IN-HAND KNOT

Royal Canadian Air Cadet Dress Instructions

Figure 3 Method for Tying a Four in Hand Knot



The instructor can briefly show the class the two methods for tying the tie. This information is also found in the handbook for reference purposes when the cadets are practicing on their own time.

DARK BLUE COTTON T-SHIRT

The dark blue cotton t-shirt may be worn with the appropriate orders of dress. It shall be wrinkle free at all times.

TURTLENECK SWEATER

The turtleneck sweater may be worn with or without the jacket but the jacket must be worn when proceeding to and from the squadron's location. Sleeves shall not be rolled or taken up.

JACKET AND JACKET BELT

The cadet jacket with cloth belt shall be worn fully buttoned with the exception of the top button. Jackets may be removed in buildings and offices when authorized. The jacket shall be kept clean and pressed. The sleeves of the jacket shall be roll pressed with no creases. The jacket belt shall be worn so as the excess of the belt, once attached, is on the left side of the buckle. The buckle shall be adjusted so that the excess of the belt on the left side is not more than 8 cm.

ALL-SEASON JACKET

The all-season jacket may be worn year round when weather conditions dictate. The liner and the exterior jacket may be worn separately or as a set. Rank slip-ons shall be worn on both.

RANK SLIP-ONS

Rank slip-ons shall be worn on both shoulders with the short-sleeve shirt, the all-season jacket, with the CF flying suit at the flying site for authorized cadets and with CF combat clothing during squadron survival exercises when authorized by the squadron CO.

GREY SPORTS T-SHIRT

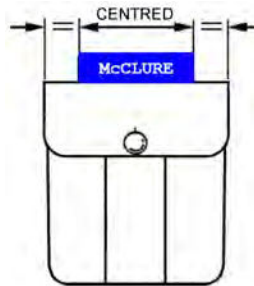
The grey sports t-shirt shall be worn as directed by the squadron or CSTC CO.

BLACK GLOVES AND MITTS

Plain black civilian pattern gloves and mitts may be worn with the overcoat, parka, or all-season jacket when weather conditions dictate.

NAMETAG

The nametag shall be made of blue and white laminated plastic plate 6.3 cm in length and 1.2 cm in height. It shall be inscribed with white lettering 0.6 cm high and shall indicate only the surname of the cadet. The nametag is worn over the right breast pocket and should be detachable.



Royal Canadian Air Cadet Dress Instructions

Figure 4 Right Breast Pocket with Nametag

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What are the two methods for tying the tie?
 Q2. Where are the creases in the short sleeve shirt placed?
 Q3. How are the sleeves of the jacket pressed?

ANTICIPATED ANSWERS:

- A1. Windsor and four in hand knots.
 A2. The only crease to be in the shirt is to be down the centre of each sleeve starting at the centre of each epaulette.
 A3. The sleeves of the jacket shall be roll pressed with no creases.

Teaching Point 3

Explain the correct manner to wear and care for the trousers and shorts.

Time: 5 min

Method: Interactive Lecture



As each piece of uniform is being presented, the instructor should explain and show the proper wear and care (where applicable) of the piece using a senior cadet as a demonstrator.

TROUSERS

The trousers shall be stream pressed without starch so as to have creases down the centre of each leg in the front and the back. Creases shall extend from the top of the leg to the bottom and shall not be sewn or glued.

BLACK BELT

The black belt shall be worn with the trousers such that the buckle is centred and the ends are “brass on brass”. Brass on brass is when the end of the belt meets the brass buckle, and when the belt is done up, there is no black showing between the two pieces of brass. The belt may need to be adjusted in order for this to occur.

GREY SPORTS SHORTS

The grey sports shorts shall be worn as directed by the squadron or CSTC CO.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. Where are the creases in the trousers placed?
- Q2. How is the buckle on the belt worn?

ANTICIPATED ANSWERS:

- A1. The trousers are pressed to have creases down the centre of each leg in the front and the back. Creases shall extend from the top of the leg to the bottom.
- A2. Centred with the ends brass on brass.

Teaching Point 4

Explain the correct manner to wear and care for footwear.

Time: 10 min

Method: Interactive Lecture



As each piece of uniform is being presented, the instructor should explain and show the proper wear and care (where applicable) of the piece using a senior cadet as a demonstrator.

BOOTS

Black ankle boots are to be laced horizontally from side to side.



Royal Canadian Air Cadet Dress Instructions

Figure 5 Method of Lacing Boots

When the boots are tied, the ends of the laces are to be tucked inside the boot. Boots shall not be modified with any type of metal cleats, hobnails or other metal attachments to the heel or sole. No varnish other than shoe polish will be used to shine the boots.

CARE OF THE BOOTS

The black ankle boots should be cleaned and polished on a regular basis. General guidelines for polishing the boots include:

1. The welts of the boot are to be cleaned with an old toothbrush and black boot polish.
2. Use a polish cloth wrapped around the index finger.
3. Apply a moderate amount of polish to the cloth.
4. Apply the polish in a circular motion to the area being polished.
5. Start with large circles to cover the area with polish.
6. Use smaller circles as the polish gets worked into the boot.
7. Continue to work in a circular motion until circles formed by the polish are no longer visible.
8. The whole boot is to be polished, not just the toe.

RUNNING SHOES

Running shoes shall be worn as directed by the squadron or CSTC CO.

GREY WOOL SOCKS

Grey wool socks shall be worn with boots and running shoes. If a cadet suffers from a recognized allergy to wool the cadet may wear grey or black cotton or nylon socks.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

- Q1. When should grey wool socks be worn?
 Q2. How should the black ankle boots be laced?

ANTICIPATED ANSWERS:

- A1. Grey socks shall be worn at all times with boots and issued running shoes unless the cadet suffers from a recognized allergy to wool.
 A2. The black ankle boots should be laced horizontally from side to side.

Teaching Point 5

Explain the placement of level one air cadet badges.

Time: 10 min

Method: Interactive Lecture

SQUADRON SHOULDER BADGES

Squadron shoulder badges are to be worn on both sleeves of the jacket only. The top of the badge is to be 2 cm below the upper shoulder seam.



Royal Canadian Air Cadet Dress Instructions

Figure 6 Squadron Shoulder Flash

RANK BADGES

The LAC rank badges are to be worn centered on both sleeves of the jacket, mid-way between the elbow and the upper shoulder seam.

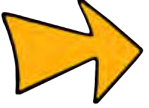


Royal Canadian Air Cadet Dress Instructions

Figure 7 LAC Rank Badge



When cadets have been promoted to the rank of Corporal, they may need assistance / guidance in sewing their rank badges onto their uniform. Their Level Officer / Flight Commander can assist.



All badges are to be sewn onto the jacket neatly and with thread that blends in with the colour of the badge and the uniform.

CONFIRMATION OF TEACHING POINT 5

QUESTIONS:

- Q1. What uniform part are the squadron shoulder flashes worn on?
- Q2. How far down the sleeve is the squadron shoulder flash worn?
- Q3. Where are the LAC badges worn on the uniform?

ANTICIPATED ANSWERS:

- A1. Only on the jacket.
- A2. 2 cm.
- A3. LAC rank badges are to be worn centered on both sleeves, mid-way between the elbow and the upper shoulder seam.

Teaching Point 6**Explain personal appearance while in uniform.**

Time: 10 min

Method: Interactive Lecture

GENERAL APPEARANCE

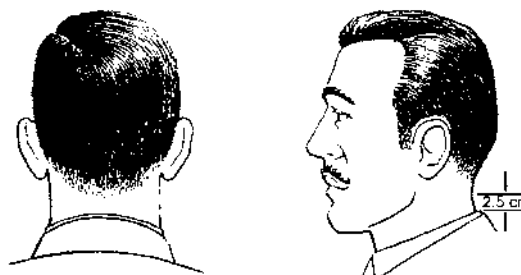
Cadets in uniform shall be well groomed with footwear cleaned and shone. Uniforms shall be clean and properly pressed at all times. In particular, buttons, fasteners and zippers shall be kept closed. Pockets shall not bulge. Items such as glasses, sun-glasses, glasses cases, pens, pencils, key-rings or paper shall not visibly extend or protrude from pockets or be suspended from waist belts or pockets. Headsets from a radio receiver, tape / CD player or other personal entertainment device shall not be worn.

HAIRSTYLES

Hair shall be neatly groomed and conservatively styled. The length, bulk and style of hair shall not preclude the proper wear of the wedge. Style and colour shall not be bizarre, exaggerated or of unusual appearance. Unusual colours such as green, bright red, orange, purple, etc. are not permitted.

MALE HAIRSTYLES

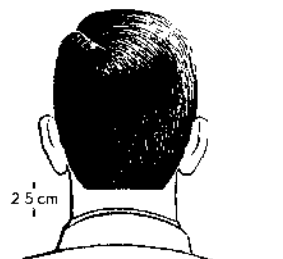
Male cadets' hair shall be taper trimmed at the back, sides, and above the ears to blend with the hairstyle. It shall be no more than 15 cm in length. When the hair is groomed and wedge is removed, no hair shall touch the ears or fall below the top of the eyebrows.



TAPER TRIMMED
HAIRCUT CONVENTIONAL

Royal Canadian Air Cadet Dress Instructions

Figure 8 Taper Trimmed Haircut – Conventional



TAPER TRIM HAIRCUT
STRAIGHT BACK APPEARANCE

Royal Canadian Air Cadet Dress Instructions

Figure 9 Taper Trimmed Haircut – Straight Back Appearance

SIDEBURNS

Sideburns shall not extend below a line horizontally bisecting the ear. They shall be squared off horizontally at the bottom edge and taper trimmed to conform to the overall hairstyle.

MOUSTACHES

When moustaches are worn, the unshaven portion of the face shall not extend outwards beyond the corners of the mouth. Moustaches shall be kept neatly trimmed, not be greater than 2 cm (3/4 in.) in bulk, not extend below the corners of the mouth, and not protrude beyond the width of the mouth.

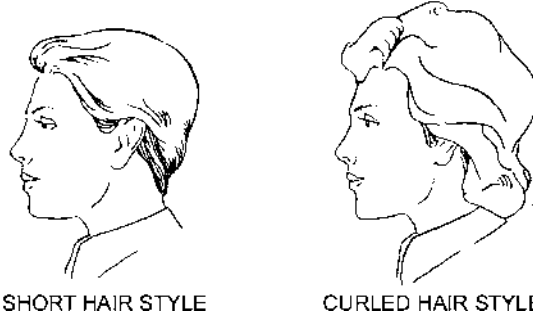


Canadian Forces Dress Instructions

Figure 10 Moustache

FEMALE HAIRSTYLES

Female cadets' hair shall not extend below the lower edge of the shirt collar.



SHORT HAIR STYLE

CURLED HAIR STYLE

Royal Canadian Air Cadet Dress Instructions

Figure 11 Female Short Hairstyles

Hair may be worn in a bun at the back of the head.



STRAIGHT HAIR STYLE WITH BUN

Royal Canadian Air Cadet Dress Instructions

Figure 12 Hair Styled in Bun

Braids shall be styled conservatively and tied tightly. They shall be secured at the end by a knot or a small unadorned fastener. A single braid shall be worn in the centre of the back. Double braids shall be worn behind the shoulders. When gathered behind the head and braided hair shall be a maximum length that does not extend below the top of the armpit.



Royal Canadian Air Cadet Dress Instructions

Figure 13 Single Braid



Royal Canadian Air Cadet Dress Instructions

Figure 14 Double Braids

MAKE-UP

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

JEWELLERY

The only jewellery that may be worn in uniform shall be a wristwatch, a medical alert bracelet and a maximum of two rings, which are not of a costume jewellery nature.

Female cadets in uniform may wear a single pair of plain gold stud, silver stud or white pearl earrings in pierced ears. The single stud earring (worn in the centre of each earlobe) shall be spherical in shape and not exceed 0.6 cm in diameter. Male cadets are not authorized to wear an earring or earrings.



Royal Canadian Air Cadet Dress Instructions

Figure 15 Stud Earring Centred in Earlobe

TATTOOS AND PIERCINGS

Cadets shall not acquire visible tattoos that could be deemed to be offensive or otherwise reflect discredit on the Canadian Cadet Movement. Cadets in uniform shall not wear visible body piercing adornments (tongue included). Covering the unauthorized piercing with an adhesive bandage is not acceptable.

ACCESSORIES

Civilian pattern backpacks shall be of conservative appearance. They may either be carried in the left hand or worn suspended from both shoulders and square on the back.

Female cadets are permitted to carry a purse. The purse is to be held in the left hand or suspended over the left forearm. When the purse is carried as a shoulder bag, the strap shall be suspended from the left shoulder with the top of the purse not higher than waist level. It shall not be carried as a handbag.

EYEGASSES / SUNGLASSES

Eyeglasses and sunglasses shall be conservative in design and colour. Sunglasses with photo chromic or mirrored lenses are not authorized for wear. Cadets, who normally wear eyeglasses, may wear either conventionally framed prescription sunglasses or conservatively styled clip-on sunglasses when conditions and circumstances dictate. Other cadets may wear conservatively styled sunglasses, which do not detract from the overall appearance of the uniform when conditions and circumstances dictate. Sunglasses shall not be worn on parade unless authorized by the CSTC or Squadron CO in special circumstances.

CARRYING OF ARTICLES

If any article is being carried, such as a briefcase, it is to be carried in the left hand. If an article is being carried while marching, the left arm is not swung.

CIVILIAN CLOTHING

Other than those specific items listed in the CATO, civilian clothing shall not be worn with the cadet uniform unless authorized by the CSTC or squadron CO in special circumstances. This includes, but is not limited to, civilian jackets and hats.

GENERAL DEPORTMENT

Chewing gum, slouching, sauntering, placing hands in pockets, smoking, eating on the street, walking hand in hand and similar deportment that detracts from a proud and orderly appearance in the eyes of the public is unacceptable for cadets. Physical displays of affection between uniformed cadets shall be avoided.

CONFIRMATION OF TEACHING POINT 6

QUESTIONS:

- Q1. In what hand should articles be held?
- Q2. What is the policy on tattoos and piercings?
- Q3. What deportment is unacceptable for cadets?
- Q4. What jewellery is authorized for wear while in uniform?

ANTICIPATED ANSWERS:

- A1. Left hand.
- A2. Cadets shall not acquire visible tattoos that could be deemed to be offensive or otherwise reflect discredit on the Canadian Cadet Movement. Cadets in uniform shall not wear visible body piercing adornments (tongue included). Covering the unauthorized piercing with an adhesive bandage is not acceptable.
- A3. Chewing gum, slouching, sauntering, placing hands in pockets, smoking, eating on the street, walking hand in hand and similar deportment which detracts from a proud and orderly appearance in the eyes of the public is unacceptable for cadets.
- A4. The only jewellery that may be worn in uniform shall be a wristwatch, a medical alert bracelet and a maximum of two rings, which are not of a costume jewellery nature. Female cadets in uniform may wear a single pair of plain gold, silver stud or white pearl earrings in pierced ears.

END OF LESSON CONFIRMATION

The cadets' responses to instructor questioning throughout the lesson will serve as confirmation of the lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

There is no formal assessment of this EO. Cadets will be expected to properly wear the air cadet uniform on an ongoing basis in accordance with the Royal Canadian Air Cadet Dress Instructions. Cadets will be expected to maintain an acceptable standard of personal dress and deportment.

CLOSING STATEMENT

The air cadet uniform should be worn properly at all times. The cadet uniform is highly recognizable and the standard of personal dress, appearance, and grooming shall be such as to reflect credit on the individual and on the CCO. The intent is to ensure a high standard of grooming consistent with that expected of cadets.

INSTRUCTOR NOTES/REMARKS

Emphasis must be placed on the cadets' requirement to properly care for and maintain their uniforms at all times. Cadets should learn from the beginning how to properly maintain their uniforms and wear them properly.

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

REFERENCES

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

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

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ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 6

EO M107.06 – DISCUSS SUMMER TRAINING OPPORTUNITIES

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have discussed summer training opportunities.

IMPORTANCE

It is important for the cadets to understand the training opportunities available to them during the year one summer so they are aware of what qualifications they are eligible to attend. It is also important to know what opportunities are available in future summers in order to start thinking about what qualifications they may wish to complete in the future.

Teaching Point 1**Discuss General Training (GT).**

Time: 15 min

Method: Interactive Lecture

AIM

The GT is two-weeks in duration. The aim of GT is to familiarize qualified level one cadet with life at the cadet summer training centre, introduce cadets to all summer training program areas, and further develop the fundamentals of air cadet training.

LOCATIONS

GT is conducted at various summer training centres across the country including:

- Whitehorse, YT
- Albert Head, BC.
- Penhold, AB.
- Trenton, ON
- Bagotville, QC.
- Greenwood, NS.



www.theodora.com/maps

Figure 1 Map of Summer Training Centres Across Canada

GT is comprised of the following training subjects and performance objectives:

Common Training (this is training that is common also to Sea and Army Cadets attending their respective GT at CSTC):

- Leadership - PO S103 Participate as a Member of a Team.
- Fitness and Sports - PO S105 Participate in Physical Activities.

- Air Rifle Marksmanship - PO S106 Participate in Recreational Marksmanship Using the Cadet Air Rifle.
- General Cadet Knowledge - PO S107 Adapt to the CSTC Environment.

Elemental Training (this is training unique to Air Cadets attending GT):

- Citizenship - PO S101 Participate in Citizenship Activities.
- Drill - PO S108 Participate in a Drill Competition.
- Music Performance - PO S114 Participate in Music Familiarization.
- Aviation - PO S130 Participate in Aviation Activities.
- Aerospace - PO S140 Participate in Aerospace Activities.
- Aerodrome Operations - PO S160 Participate in Aerodrome Operations Activities.
- Aircraft Manufacturing and Maintenance - PO S170 Tour an Aircraft Manufacturing Maintenance Facility.
- Aircrew Survival - PO S190 Participate in an Aircrew Survival Exercise.

CONFIRMATION OF TEACHING POINT 1

QUESTION:

- Q1. How long is GT?
- Q2. Name one location of GT.
- Q3. What are two performance objectives of GT?

ANTICIPATED ANSWERS:

- A1. GT is 2 weeks in duration.
- A2. GT is conducted in Whitehorse, YT, Albert Head, BC, Penhold, AB, Trenton, ON, Bagotville, QC, and Greenwood, NS.
- A3.
- PO S101 Participate in Citizenship Activities.
 - PO S103 Participate as a Member of a Team.
 - PO S105 Participate in Physical Activities.
 - PO S106 Participate in Recreational Marksmanship Using the Cadet Air Rifle.
 - PO S107 Adapt to the CSTC Environment.
 - PO S108 Participate in a Drill Competition.
 - PO S114 Participate in Music Familiarization.
 - PO S130 Participate in Aviation Activities.
 - PO S140 Participate in Aerospace Activities.
 - PO S160 Participate in Aerodrome Operations Activities.
 - PO S170 Tour an Aircraft Manufacturing Maintenance Facility.
 - PO S190 Participate in an Aircrew Exercise.

Teaching Point 2**Introduce the summer training program areas.**

Time: 10 min

Method: Interactive Lecture

AVIATION

Aviation summer training opportunities include:

- Basic Aviation – three weeks. This qualification can be taken starting in the summer of year two.
- Advanced Aviation – three weeks. This qualification can be taken starting in the summer of year three.
- Glider Pilot Scholarship - six weeks. This qualification can be taken starting in the summer of year three.
- Power Pilot Scholarship – seven weeks. This qualification can be taken starting in the summer of year four.

LEADERSHIP

Leadership summer training opportunities include:

- Basic Leadership – three weeks. This qualification can be taken starting in the summer of year two.
- Leadership and Ceremonial Instructor – six weeks. This qualification can be taken starting in the summer of year three.

AIRCREW SURVIVAL

Aircrew Survival summer training opportunities include:

- Basic Survival – three weeks. This qualification can be taken starting in the summer of year two.
- Survival Instructor – six weeks. This qualification can be taken starting in the summer of year three.

AVIATION TECHNOLOGY AND AEROSPACE

Aviation Technology and Aerospace summer training opportunities include:

- Basic Aviation Technology and Aerospace – three weeks. This qualification can be taken starting in the summer of year two.
- Advanced Aerospace – six weeks. This qualification can be taken starting in the summer of year three.
- Advanced Aviation Technology – Airport Operations – six weeks. This qualification can be taken starting in the summer of year three.
- Advanced Aviation Technology – Aircraft Maintenance – six weeks. This qualification can be taken starting in the summer of year three.

FITNESS AND SPORTS

Fitness and Sports summer training opportunities include:

- Basic Fitness and Sports – three weeks. This qualification can be taken starting in the summer of year two.
- Fitness and Sports Instructor – six weeks. This qualification can be taken starting in the summer of year three.

AIR RIFLE MARKSMANSHIP

Air Rifle Marksmanship has one summer training opportunity:

- Air Rifle Marksmanship Instructor – six weeks. This qualification can be taken starting in the summer of year three.

MILITARY BAND

Military Band summer training opportunities include:

- Military Band Basic Musician – three weeks. This qualification can be taken starting in the summer of year two.
- Military Band Intermediate Musician – six weeks. This qualification can be taken starting in the summer of year three.
- Military Band Advanced Musician – six weeks. This qualification can be taken starting in the summer of year three.

PIPE BAND

Pipe Band summer training opportunities include:

- Pipe Band Basic Musician – three weeks. This qualification can be taken starting in the summer of year two.
- Pipe Band Intermediate Musician – six weeks. This qualification can be taken starting in the summer of year three.
- Pipe Band Advanced Musician – six weeks. This qualification can be taken starting in the summer of year three.

TRIPS AND EXCHANGES

The Trips and Exchanges summer opportunities include:

- Oshkosh Trip – three weeks. This trip can be taken starting in the summer of year four.
- International Air Cadet Exchange – three weeks. This exchange can be taken starting in the summer of year five.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What qualifications are available starting in the summer of year two?
 Q2. What are three of the summer training program areas?

ANTICIPATED ANSWERS:

- A1. Basic Aviation, Basic Leadership, Basic Survival, Basic Aviation Technology and Aerospace, Basic Fitness and Sports, Military Band Basic Musician and Pipe Band Basic Musician.
 A2. Aviation, leadership, aircrew survival, aviation technology and aerospace, fitness and sports, air rifle marksmanship, military band, pipe band, and trips and exchanges.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Many cadets will have the opportunity to attend summer training centres after completing Proficiency Level One. It is important for them to know what options are available for their first summer. It is also important for them to gain a basic understanding of opportunities available to them in the future.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

A0-096 CATO 11-04 Director Cadets 2. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.

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

A3-061 CATO 54-27 Director Cadets 4. (2007). *Power pilot scholarship program*. Ottawa: ON: Department of National Defence.

A3-192 CATO 54-26 Director Cadets 4. (2007). *Glider Pilot Scholarship Program*. Ottawa, ON: Department of National Defence.

C0-043 *Quick Maps*. (2006). Retrieved 10 Apr 06, from www.theodora.com/maps



ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 7

EO C107.01 – MAINTAIN THE AIR CADET UNIFORM

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Set up the training areas required for the demonstration.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 as it allows the instructor to present the material.

A demonstration was chosen for TPs 2 – 6 as a practical way for the instructor to demonstrate the skills and care in maintaining the air cadet uniform.

An-class activity was chosen for TP 7 to allow the cadets to practice the skills under supervision in a safe and controlled environment.

INTRODUCTION

REVIEW

Review for this lesson is EO M107.05 (Wear the Air Cadet Uniform).

OBJECTIVES

By the end of this lesson the cadet shall have maintained the Air Cadet uniform.

IMPORTANCE

The cadet uniform is highly recognizable and the standard of personal dress, appearance and grooming shall be such as to reflect credit on the individual and on the Canadian Cadet Organization (CCO).

Teaching Point 1**Explain the pressing cloth.**

Time: 5 min

Method: Interactive Lecture

THE PRESSING CLOTH

There are several points to keep in mind when ironing the uniform. A pressing cloth should always be used to prevent the parts of the uniform from becoming shiny.

Some examples of what can be used as a pressing cloth include:

- thin towel,
- pillow case,
- soft cotton cloth, and
- paper bag.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What is the purpose of using a pressing cloth?

Q2. What are some items that can be used as a pressing cloth?

ANTICIPATED ANSWERS:

A1. To prevent uniform parts from becoming shiny.

A2. Thin towel, pillowcase, soft cotton cloth and paper bag.

Teaching Point 2**Demonstrate the correct method of care for the trousers.**

Time: 5 min

Method: Demonstration

TROUSERS

The instructor shall demonstrate the correct method of care for the trousers to include:

- ensuring trousers are well pressed and free of dirt and lint at all times; and
- pressing the trousers, IAW the standard outlined in M107.05 (Wear the Air Cadet Uniform), which is achieved by:
 - lining the pant leg up by the seams to ensure the creases are properly positioned at the centre of the front and back of the leg;
 - laying the pant leg flat on the ironing board;
 - spraying the pants with water from a water bottle;
 - placing a pressing cloth over the pant leg;
 - ironing the pants until a sharp crease extends down the centre of each leg in the front and back, from the top of the leg to the bottom; and
 - ironing on the same crease each time in order to avoid double creases.

Teaching Point 3**Demonstrate the correct method of care for the short sleeve shirt.**

Time: 5 min

Method: Demonstration

SHORT SLEEVE SHIRT

The instructor shall demonstrate the correct method of care for the short sleeve shirt to include:

- ensuring the short sleeve shirt is clean; and
- pressing the short sleeve shirt, IAW the standard outlined in M107.05 (Wear the Air Cadet Uniform), which is achieved by:
 - pressing the entire short sleeve shirt to ensure it is free of wrinkles by laying it flat on the ironing board;
 - pressing the sleeves flat with the top of the sleeve laid flat to ensure a sharp crease is formed down the centre of each sleeve starting at the centre of each epaulette. There should only be one crease in each sleeve; and
 - the collar may be starched to prevent it from becoming limp.

Teaching Point 4**Demonstrate the correct method of care for the jacket.**

Time: 5 min

Method: Demonstration

JACKET

The instructor shall demonstrate the correct method of care for the jacket to include:

- ensuring the jacket is clean; and
- pressing the jacket, IAW the standard outlined in M107.05 (Wear the Air Cadet Uniform), which is achieved by:
 - pressing the front and back of the jacket to ensure it is free of wrinkles;
 - ensuring the pockets on the front of the jacket are pressed flat; and
 - ensuring the sleeves of the jacket are roll pressed so they are free of creases by ironing the sleeves in sections but not ironing the edges.

Teaching Point 5**Demonstrate general guidelines for care of the boots.**

Time: 5 min

Method: Demonstration

BOOTS

The instructor shall demonstrate caring for the boots to include:

- polishing, IAW the general guidelines outlined in M107.05 (Wear the Air Cadet Uniform), which is achieved by:
 - cleaning the welts of the boot with an old toothbrush and black boot polish;
 - using a polish cloth wrapped around the index finger;
 - applying a moderate amount of polish to the cloth;

- applying the polish in a circular motion to the area being polished;
- starting with large circles to cover the area with polish;
- using smaller circles as the polish gets worked into the boot;
- continuing to work in a circular motion until circles formed by the polish are no longer visible; and
- the whole boot is to be polished, not just the toe.
- lacing the boots, which is achieved by:
 - lacing them straight across;
 - tucking the laces inside the boots; and
 - boots should not be tied too tightly.

Teaching Point 6

Demonstrate the correct method for wearing the hair.

Time: 5 min

Method: Demonstration

HAIRSTYLES

The instructor shall demonstrate hairstyles IAW M107.05 (Wear the Air Cadet Uniform), which is achieved by ensuring:

- hair is neatly groomed and conservatively styled;
- the wearing of the wedge is not precluded by the length, bulk and style of the hair;
- the style and colour is not bizarre, exaggerated or of unusual appearance;
- the hair is secured or styled back to reveal the face. Any accessories used to secure or control hairstyles shall be unobtrusive;
- that male cadets' hair is taper trimmed at the back, sides and above the ears to blend with the hairstyle;
- the hair is not touching the ears or falling below the top of the eyebrows when the wedge is removed;
- that sideburns are not extending below a line horizontally bisecting the ear, are not squared off horizontally at the bottom edge, and are taper trimmed to conform to the overall hairstyle;
- that female cadets' hair is not extending below the lower edge of the shirt collar;
- that braids are styled conservatively, tied tightly, and secured at the end by a knot or a small unadorned fastener;
- a single braid is worn in the centre of the back; and
- that double braids are worn behind the shoulders.



Further information on acceptable hairstyles can be found in M107.05 (Wear the Air Cadet Uniform).

Teaching Point 7**Supervise and advise cadets as they practise maintaining the uniform.**

Time: 25 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets practise maintaining the uniform.

RESOURCES

- Uniform pieces presented in the lesson.
- Irons.
- Ironing boards/tables.
- Pressing cloths.
- Water bottle.
- Black boot polish.
- Soft boot cloth.
- Old tooth brush.
- Hair elastics.
- Hair nets.
- Bobby pins.
- Hairspray.
- Scissors.
- Assistants if available.

ACTIVITY LAYOUT

Set up five activity stations:

- Station One: Maintain the trousers
- Station Two: Maintain the short sleeve shirt
- Station Three: Maintain the jacket
- Station Four: Maintain the boots
- Station Five: Correct wear of the hair

ACTIVITY INSTRUCTIONS

1. Divide the cadets into five groups.
2. Assign one group to each station.
3. Use assistant instructors at each station to explain to the cadets the steps required at the station. Have the assistant instructors assist, guide and supervise the cadets at each station.

4. After every five minutes, have the groups rotate stations until all groups have been to all stations.

SAFETY

Cadets must be carefully supervised while using hot irons.

INSTRUCTOR GUIDELINES

- During the activity supervise and praise the cadets as they maintain each part of the uniform.
- Assistant instructors should be made available to help supervise at the stations.
- If only the instructor is available they are to rotate around the stations to supervise all cadets.
- Signal timings for station rotations.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The air cadet uniform should be worn properly at all times. The cadet uniform is highly recognizable and the standard of personal dress, appearance and grooming shall be such as to reflect credit on the individual and the CCO. The intent is to ensure a high standard of grooming consistent with that expected of cadets.

INSTRUCTOR NOTES/REMARKS

This EO should be conducted once the cadets have been issued their uniform.

This EO should be conducted after M107.05 (Wear the Air Cadet Uniform) has been delivered.

Assistant instructors will be required for this lesson.

REFERENCES

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

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



ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 8

EO C107.02 – IDENTIFY THE RCAF NCM RANK STRUCTURE OF THE CF

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Have one RCAF NCM rank slip-on for each cadet. If slip-ons are unavailable, use the images from: <http://www.forces.gc.ca/site/acf-apfc/Insig/air-eng.asp> to make paper slip-ons for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 as a way to present the information to the cadets.

An in-class activity was chosen for TP 2 as it is a fun way to confirm the cadets' comprehension of the material.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified the RCAF NCM rank structure of the CF.

IMPORTANCE

It is important for cadets to be able to identify RCAF NCMs by their rank.

Teaching Point 1

Describe the RCAF NCM rank structure.

Time: 10 min

Method: Interactive Lecture

RCAF FORCE NCM RANK STRUTURE

The RCAF NCM rank structure is:

Private recruit (Pte recruit) - The private recruit rank has no rank badge.



www.forces.gc.ca/site/community/insignia/aira_e.asp#noncommisionned

Figure 1 Private Recruit Rank

Private (Pte) – The private rank consists of one chevron.



www.forces.gc.ca/site/community/insignia/aira_e.asp#noncommisionned

Figure 2 Private Rank

Corporal (Cpl) – The corporal rank consists of two chevrons.



www.forces.gc.ca/site/community/insignia/aira_e.asp#noncommisionned

Figure 3 Corporal Rank

Master Corporal (MCpl) – The master corporal rank consists of two chevrons with a maple leaf on top.



www.forces.gc.ca/site/community/insignia/aira_e.asp#noncommisionned

Figure 4 Master Corporal Rank

Sergeant (Sgt) – The sergeant rank consists of three chevrons with a maple leaf on top.



www.forces.gc.ca/site/community/insignia/aira_e.asp#noncommisionned

Figure 5 Sergeant Rank

Warrant officer (WO) – The warrant officer rank consists of a Tudor crown.



www.forces.gc.ca/site/community/insignia/aira_e.asp#noncommisionned

Figure 6 Warrant Officer Rank

Master warrant officer (MWO) – The master warrant officer rank consists of a Tudor crown surrounded by a wreath.



www.forces.gc.ca/site/community/insignia/aira_e.asp#noncommisionned

Figure 7 Master Warrant Officer Rank

Chief warrant officer (CWO) – The chief warrant officer rank consists of the Canadian Coat of Arms.



www.forces.gc.ca/site/community/insignia/aira_e.asp#noncommisionned

Figure 8 Chief Warrant Officer Rank



The cadets should be able to identify the ranks from the badges or from pictures of the badges. The cadets should also be able to put the ranks in their proper sequence.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. Which rank comes after Master Corporal?
- Q2. Which rank is identified by the Canadian Coat of Arms?
- Q3. How many chevrons identify the Corporal rank?

ANTICIPATED ANSWERS:

- A1. Sergeant.
- A2. Chief warrant officer.
- A3. 2.

Teaching Point 2

Conduct an RCAF NCM rank structure identity activity.

Time: 15 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for the cadets to become familiar with the RCAF NCM rank structure.

RESOURCES

- One RCAF NCM slip-on for each cadet. If slip-ons are not available, make paper copies for each cadet (use as many ranks as the number of cadets in the class; if there are more than eight cadets there can be more than one cadet with the same rank).
- Tape.

ACTIVITY INSTRUCTIONS

1. Tape one rank to the back of each cadet (the cadet does not get to see the rank that is on their back).
2. Have the cadets walk around and ask other cadets yes or no questions to determine what rank they are wearing. For example, "Do I have two chevrons?" The cadet has to determine from the answers to their questions what rank they are.
3. The cadets can only ask one question to each of the other cadets. They cannot ask the same cadet more than one question to determine what rank they are. This will ensure the cadets are interacting fully with the other members of the class.
4. Once cadets have determined what rank they think they are, have them form a group with any other cadets who are the same rank, if there are any.
5. After 10 minutes, have the cadets split into their rank groups. They will then present what rank they think they are based on the information they received. For example, if a group has determined they have only two chevrons on their back, they would present themselves as the corporal group / individual.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Nil.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Cadets should be able to identify RCAF NCM ranks.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A3-008 Department of National Defence. Retrieved 6 April 2006, from www.forces.gc.ca/site/Community/insignia/aira_e.asp#commisioned

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 (Vol. 1, Ch 3), Ottawa, ON.

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ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 9
EO C107.03 – TOUR THE SQUADRON

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for this lesson as it is an interactive way for cadets to learn about the facilities of their cadet squadron in a safe and controlled environment.

INTRODUCTION

REVIEW

The review for this lesson is from EO M107.03 (Identify Air Cadet Ranks and RCAF Officer Ranks) and EO M107.03 (Observe Rules and Procedures for the Paying of Compliments).

OBJECTIVES

By the end of this lesson the cadet shall have toured the squadron.

IMPORTANCE

Being familiar with the location of all the squadron facilities can aid the cadets in following instructions, finding information and participating in squadron activities.

BACKGROUND KNOWLEDGE



This information is representative only. Information presented must be tailored to be specific to the squadron. Individual squadrons may have information that will vary from the information given in this guide.

PARADE SQUARE

The parade square is where cadets have parades. It is where inspections and drill classes usually take place and where the squadron holds parades and other ceremonial events. Appropriate squadron protocols should be followed regarding the parade square.

CLASSROOMS

Classrooms are the areas where cadets participate in most of their training. The classroom space must be respected, especially in facilities that are shared with other groups. Anything that does not belong to the squadron should be left alone. Protocol for entering and leaving the classroom should be followed.

BREAK AREAS

Break areas are where the cadets should be when not tasked. The squadron guidelines for the use of the area should be discussed.

CANTEEN

The canteen is a store for snacks and other items. The money raised through the canteen may be used to benefit the squadron. Hours of operation, personnel responsible and how the money is used should be discussed.

WASHROOMS

The location of the facilities should be pointed out.

COMMUNICATIONS AREAS

Communications areas could include bulletin boards, activity sign-up sheets, and the location of the standing orders and routine orders. The standing orders contain squadron policies. The routine orders contain information on duties, events, activities and personnel changes. Authorization to post information should be discussed.

COMMANDING OFFICER'S OFFICE

If the CO is available, they should introduce themselves and state briefly what they do. If the CO is not available, the tour guide will provide this information. The CO is at the top of the chain of command within the squadron. The CO is responsible for the training and administration of the cadets, civilian instructors and officers working with the squadron. Cadets will normally only visit the CO's office at the CO's request, or if directed by another officer. Protocol for entering and leaving an office should be reviewed.

ADMINISTRATION OFFICE

If the administration staff is available, they should introduce themselves and state very briefly what they do. If they are not available, the tour guide will provide this information. The administration officer (Admin O) is responsible for handling the administrative duties. They are responsible for ensuring forms such as cadet enrolments and summer training applications are completed in full and returned in a timely fashion. They could also be responsible for ensuring attendance is taken for all squadron activities. Other administrative staff

may include assistant administration officers. Cadets may need to go to the administration office to complete paperwork, report absences or to pick up forms. Protocol for entering and leaving an office should be reviewed.

TRAINING OFFICE

If the training staff is available, they should introduce themselves and state very briefly what they do. If they are not available, the tour guide will provide this information. The training officer (Trg O) is responsible for the coordination and implementation of the squadron training program. They are responsible to ensure that training is planned in a logical fashion, instructors are prepared for classes and training materials are readily available for classes. They are also responsible for any administrative forms that are directly related to training, such as training records. Other training staff could include an assistant Trg O, standards officer and level Trg O's. Cadets will normally only visit the training office if the training officer has requested them, or they have been directed by another staff member or cadet NCO. Protocol for entering and leaving an office should be reviewed if applicable.

SUPPLY OFFICE

If the supply staff is available, they should introduce themselves and state very briefly what they do. If they are not available, the tour guide will provide this information. The supply officer (Sup O) is responsible for ordering uniform parts, issuing uniforms parts as necessary and distributing other equipment. They are responsible for all administrative forms that are directly related to supply. Other supply staff could include assistant Sup O's. Cadets will normally visit the supply office to receive their uniform and to exchange items that no longer fit or have become damaged. Appointments may be necessary. If the supply section has specific hours when it is open to cadets, these hours should be stated. Protocol for entering and leaving an office should be reviewed, if applicable.

OUT OF BOUNDS AREAS

Any areas that are out of bounds to cadets should be pointed out. The consequences for violating this policy should be explained.

ACTIVITY

Time: 20 min

OBJECTIVE

This activity is designed to familiarize the cadet with the facilities and staff of their squadron.

RESOURCES

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of four and assign each group a tour guide.



Group size may be adjusted based on the number of available tour guides and the number of cadets in the class.

2. Have each group start their tour at a different location.
3. Have each group visit each area of the squadron on the tour. Tour guides will present the appropriate information at each point.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

- Brief the tour guides on activity layout and their role.
- Circulate throughout the squadron facilities to watch for bottlenecks and move groups along as necessary.
- Answer questions.
- Ensure protocols are being observed.

REFLECTION

Time: 5 min

Method: Group Discussion



TIPS FOR ANSWERING/FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. Why is it important to know where all of the squadron facilities are located?
- Q2. How do you feel now that you know where everything is located?
- Q3. What other information about the squadron facilities would help you feel more comfortable at cadets?

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Knowing the location of all the squadron facilities will assist cadets in following instructions, finding information and participating effectively in squadron activities.

INSTRUCTOR NOTES / REMARKS

Additional instructors can be used as tour guides.

REFERENCES

Nil.

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ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 10

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

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Research the squadron history and prepare the necessary items for the activity. Obtain any memorabilia (e.g. historical documents, photos, videos, awards, etc) that would enhance the lesson.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest among cadets about the history of the squadron.

A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have participate in an activity about the history of the squadron.

IMPORTANCE

The history of a squadron is a source of pride for those within it. Understanding the history of the squadron allows the cadet to see what has shaped the unit since its inception and recognize its progress.

BACKGROUND KNOWLEDGE

SQUADRON FORMATION

There are a number of events that are historically important during the creation of a squadron. These include:

- the charter date for the squadron;
- the initial composition of the squadron, staff and cadets; and
- the first sponsor of the squadron.

SQUADRON DEVELOPMENTS

Squadrons participate in a number of community service events. Some events may happen annually, while others may occur only during special occasions. These events include, but are not limited to:

- ceremonial parades,
- fundraising events for charities, and
- civic events.

Also, squadron personnel are involved in a number of activities within their unit, which are an important part of the unit's history. These activities may include, but are not limited to:

- formation of various activities within the squadron (such as a drill team, band, first aid team, marksmanship team, etc.),
- participation in exchanges, and
- squadron trips to various locations.

Other important developments in the history of a squadron include:

- the development of a squadron crest, and
- the affiliation of a squadron with a Canadian Forces (CF) military unit.

SQUADRON AWARDS AND ACCOMPLISHMENTS

There are a number of ways that a squadron can be recognized. The recognition may come from winning a competition, or for demonstrating excellence in a particular area. These awards can be won on provincial, regional, national, and in some circumstances, international levels.

Many opportunities exist for cadets to win awards at all levels of the Canadian Cadet Organization (CCO). Cadets winning such awards reflect well upon the squadron.

Memorial awards are awards that are left in memory of someone that has made significant contributions to the local squadron or the CCO. Memorial awards that may be given are an important source of historical information within the squadron.

Outside of awards, there are a number of other cadet accomplishments that make up a fundamental part of the squadron history. They include, but are not limited to:

- civilian careers of former cadets, and
- military careers of former cadets.

ACTIVITY

Time: 40 min

OBJECTIVE

The objective of this activity is to familiarize the cadets with the history of their squadron.

RESOURCES

- Squadron photographs.
- Squadron videos.
- Squadron awards.
- Flip chart paper.
- Flip chart markers.
- Construction paper.
- Three tables.
- Bristol board.

ACTIVITY LAYOUT

Before the activity:

- Prepare learning stations based on three topic areas:
 - squadron formation;
 - squadron developments; and
 - squadron accomplishments.
- Ensure each learning station is dynamic by using photos, newspaper clippings, video clips; timelines, memorabilia, summaries on Bristol board or other items.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into three groups. Place one group at each learning station.
2. Have the cadets interact with the material at each station. Be present to answer questions.
3. Have the cadets rotate to the remaining two stations.

SAFETY

Nil.

REFLECTION

Time: 10 min

Method: Group Discussion

GROUP DISCUSSION

Once the activity is completed, the instructor shall have the groups come up to present their information to the class. The instructor shall call up groups with respect to the topic order listed in background information. The instructor should ensure they highlight any missed information after each topic has been presented.

DISCUSSION QUESTIONS

- During this stage the instructor should quickly pose some questions to the class to confirm their understanding of the knowledge presented in the lesson.
- Some of the questions below may not have been directly answered through the learning station. It is the responsibility of the instructor to create a brief discussion around these questions, emphasizing important points brought forth by the cadets.

SUGGESTED QUESTIONS:

- Q1. Why is it important for members of the squadron to be familiar with how it was formed?
- Q2. Why are memorial awards important to the history of a squadron?
- Q3. Why is it important for cadets to understand the history of the corps'/squadrons' involvement within their community?

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Being familiar with the history of the squadron will give cadets a reason to take pride in being a part of it. Having a good understanding of this information can give cadets more of an appreciation of the squadron and allow them to pass this information on to others.

CHAPTER 8

PO 108 – PERFORM DRILL MOVEMENTS DURING AN ANNUAL CEREMONIAL REVIEW



**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 1

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

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have adopted the positions of attention, stand at ease and stand easy.

IMPORTANCE

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain demonstrate, and allow time for the cadets to practice, in a variety of positions.



Capitalization indicates the words of command for each movement.

Cadence is to be maintained when completing movements.



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



Assistant instructors may be required for this lesson.

Teaching Point 1

Explain, demonstrate and have the cadets adopt the position of attention.

Time: 5 min

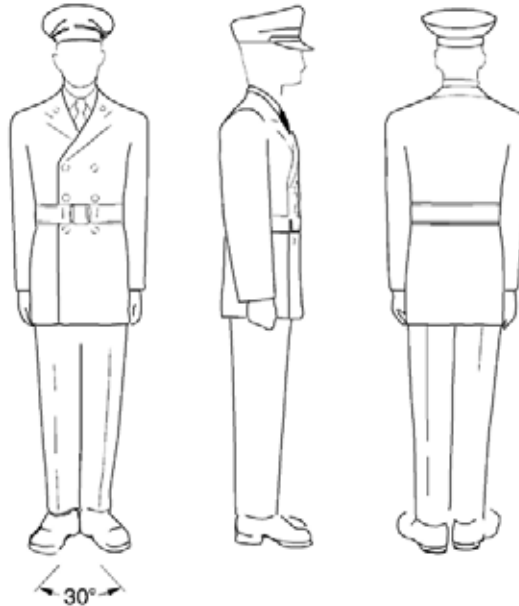
Method: Demonstration and Performance

ADOPT THE POSITION OF ATTENTION

The cadet shall adopt the position of attention, by ensuring:

1. heels are together and in line;
2. feet are turned out to form an angle of 30 degrees;
3. body is balanced and weight distributed evenly on both feet,
4. shoulders are level, square to the front,
5. arms are hanging as straight as the natural bend will allow, with elbows and wrists touching the body,

6. wrists are straight, the back of the hands outwards, fingers aligned, touching the palm of the hand, thumbs placed on the side of the forefinger at the middle joint with the thumbs and back of the fingers touching the thighs lightly and the thumbs in line with the seam of the trousers,
7. head is held erect, neck touching the back of the collar, eyes steady, looking their height and straight to the front, and
8. no part of the body is strained.



Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-3), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

Figure 1 Position of Attention



Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-3), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

Figure 2 Fists at Position of Attention



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the TP.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- back arched or hips too far forward,
- shoulders and body tense,
- leaning to the front or rear,
- thumbs not along the seams of the trousers, and,
- feet placed at an improper angle.

CONFIRMATION OF TEACHING POINT 1

The cadets' adopting the position of attention will serve as the confirmation of this TP.

Teaching Point 2

Explain, demonstrate and have the cadets adopt the position of stand at ease.

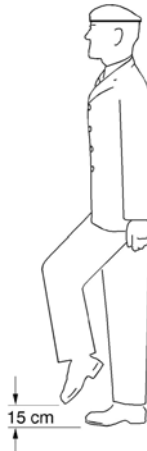
Time: 5 min

Method: Demonstration and Performance

ADOPT THE POSITION OF STAND AT EASE

The position of standing at ease is an intermediate position between attention and standing easy. It allows no relaxation, but can be maintained without strain for a longer time than the position of attention.

On the command STAND AT EASE BY NUMBERS, SQUAD—ONE, the cadet shall bend the left knee.



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

Figure 3 First Part of the Movement – Stand at Ease



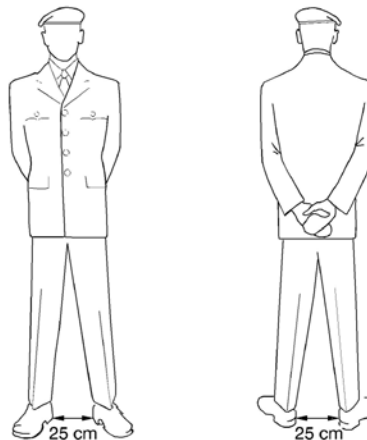
Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- arms not held straight and firmly to the sides,
- moving wrong foot,
- lifting the foot instead of bending the knee, and
- lower leg and foot hanging at an unnatural angle.

On the command SQUAD—TWO, the cadet shall:

1. ensure heels are together and in line;
2. carry the left foot to the left, straightening it in double time, and place it smartly flat on the ground with the inside of the heels 25 cm apart;
3. simultaneously, with a quick motion, bring the arms behind the back, stretched to their full extent, and place the back of the right hand in the palm of the left, with thumbs crossed right over left, the fingers together and extended; and
4. balance the body with the weight evenly distributed on both feet.



Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-4), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

Figure 4 Position of Stand at Ease



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the TP.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- foot carried over an improper distance,
- right hand not placed fully into palm of the left hand,
- thumbs hooked together, and
- straining the arms in an attempt to lock the elbows

CONFIRMATION OF TEACHING POINT 2

The cadets' adopting the position of stand at ease will serve as the confirmation of this TP.

Teaching Point 3

Explain, demonstrate and have the cadets adopt the position of attention from stand at ease.

Time: 5 min

Method: Demonstration and Performance

ADOPT THE POSITION OF STAND AT EASE

On the command ATTENTION BY NUMBERS, SQUAD—ONE, bend the left knee and shift the balance to the right foot.

On the command SQUAD—TWO, the cadet shall:

1. straighten the left leg in double time, place the foot on the ground, toe touching first, followed by the heel, and with heels aligned; and
2. simultaneously, with a quick motion, bring the arms and hands to the position of attention.

On the command ATTEN—TION, combine the two movements. The timing is “ONE.”



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as standing at attention and stand at ease.

CONFIRMATION OF TEACHING POINT 3

The cadets' adopting the position of attention from stand at ease will serve as the confirmation of this TP.

Teaching Point 4**Explain, demonstrate and have the cadets adopt the position of stand easy.**

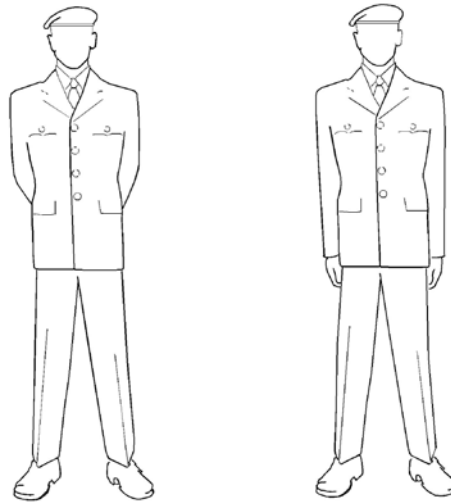
Time: 5 min

Method: Demonstration and Performance

ADOPT THE POSITION OF STAND EASY

The position of stand easy is ordered when the squad may relax. This command is only given when the squad is in the position of stand at ease.

On the command STAND—EASY, the cadet shall close the hands and bring the arms to the position of attention and relax.



Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-5), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

Figure 5 Position of Stand Easy



When standing easy, with permission, cadets may adjust clothing and equipment, but shall not move feet or talk.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include moving or fidgeting and talking without permission.

CONFIRMATION OF TEACHING POINT 4

The cadets' adopting the position of stand easy will serve as the confirmation of this TP.

Teaching Point 5

Explain, demonstrate and have the cadets adopt the position of stand at ease from stand easy.

Time: 5 min

Method: Demonstration and Performance

ADOPT THE POSITION OF STAND AT EASE FROM STAND EASY

On the cautionary command SQUAD, the cadet shall assume the position of stand at ease.



This TP is best taught as a group practice to ensure adherence to timings and togetherness of the squad.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include not paying attention.

CONFIRMATION OF TEACHING POINT 5

The cadets' adopting the position of stand at ease from stand easy will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' adopting the positions of attention, stand at ease and stand easy will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill develops and reinforces in cadets many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.

REFERENCES

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

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**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 2

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

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Review the drill movements from EO M108.01 (Adopt the Positions of Attention, Stand at Ease and Stand Easy).

OBJECTIVES

By the end of this lesson the cadet shall have executed a salute at the halt without arms.

IMPORTANCE

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, demonstrate and allow time for the cadets to practice, in a variety of positions.



Capitalization indicates the words of command for each movement.

Cadence is to be maintained when completing movements.



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



Assistant instructors may be required for this lesson.

Teaching Point 1

Explain, demonstrate and have the cadets execute a salute to the front.

Time: 15 min

Method: Demonstration and Performance

EXECUTE A SALUTE TO THE FRONT

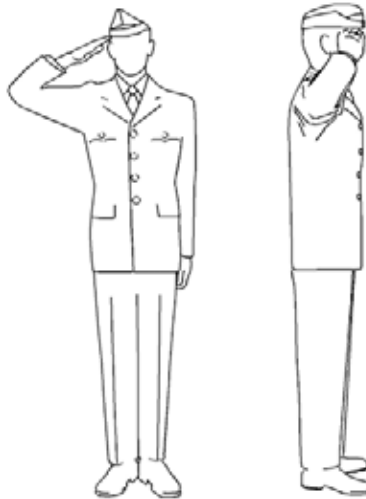


The salute is given with the right hand. When physical incapacity or carrying of articles makes a salute with the right hand impracticable, compliments will be paid by turning the head and eyes to the left or right or standing to attention.

On the command TO THE FRONT SALUTE BY NUMBERS, SQUAD—ONE, the cadet shall:

1. bend the right elbow and open the palm of the right hand as it passes the shoulder; and

2. force the right hand by its shortest route to the front of the headdress ensuring:
- the palm of the hand is facing down,
 - the thumb and fingers are fully extended and close together,
 - the tip of the second finger is 2 cm above and in line with the outside of the right eyebrow and touching the lower edge of the headdress,
 - the hand, wrist and forearm are in a straight line and at a 45 degree angle to the upper arm,
 - the elbow is in line with the shoulders, and
 - the upper arm is parallel to the ground.



Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-3), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

Figure 1 Saluting to the Front Without Arms



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- second finger not touching the headdress,
- wrist and fingers not straight,
- thumb not in line with the fingers,

- palm turned to face forward or to the rear, and
- second finger touching the arm of glasses, if worn.

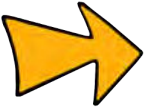
On the command SQUAD—TWO, the hand is brought sharply to the position of attention, and simultaneously the head and eyes are turned to the front.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

On the command TO THE FRONT—SALUTE, the two movements are combined. The standard pause shall be observed between movements.



Standard Pause: The standard pause between each movement is two beats in quick time.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the TP.

CONFIRMATION OF TEACHING POINT 1

The cadets' executing a salute to the front will serve as the confirmation of this TP.

Teaching Point 2

Explain, demonstrate and have the cadets execute a salute to the right and to the left.

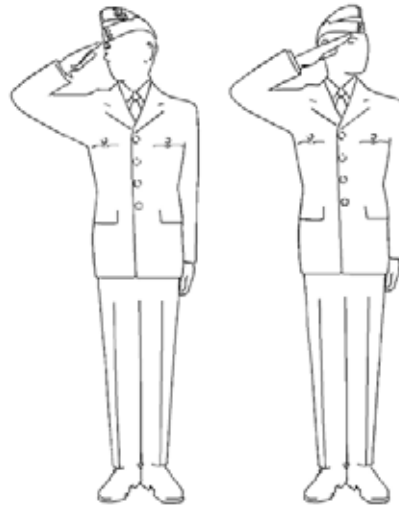
Time: 10 min

Method: Demonstration and Performance

EXECUTE A SALUTE TO THE RIGHT AND TO THE LEFT

On the command TO THE RIGHT (LEFT) SALUTE BY NUMBERS, SQUAD—ONE, saluting shall be executed as detailed in TP1, except that the head and eyes shall be turned smartly to the right (left) as far as possible without straining, ensuring that:

1. when saluting to the left, the right hand, wrist and arm are brought further over to the left to the correct position 2 cm above and in line with the outside edge of the right eyebrow and touching the headdress; and
2. when saluting to the right, the arm is moved to the rear, with the tip of the second finger remaining 2 cm above and in line with the outside edge of the right eyebrow and touching the headdress.



Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-11), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

Figure 2 Saluting to the Right and Left



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as saluting to the front.

On the command SQUAD—TWO, the hand is brought sharply to the position of attention, and simultaneously the head and eyes are turned smartly to the front



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the TP.

On the command TO THE RIGHT (LEFT)—SALUTE, the two movements are combined. The standard pause shall be observed between movements.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the lesson.

CONFIRMATION OF TEACHING POINT 2

The cadets' executing a salute to the right and to the left will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' executing a salute at the halt without arms will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill develops and reinforces in cadets many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.

REFERENCES

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



COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 3

EO M108.03 – EXECUTE TURNS AT THE HALT

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Review the drill movements from EO M108.02 (Execute a Salute at the Halt Without Arms).

OBJECTIVES

By the end of this lesson the cadet shall have executed turns at the halt.

IMPORTANCE

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, demonstrate and allow time for the cadets to practice, in a variety of positions.



Capitalization indicates the words of command for each movement.

Cadence is to be maintained when completing movements.



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



Assistant instructors may be required for this lesson.

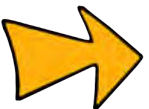
Teaching Point 1

Explain, demonstrate and have the cadets execute a right turn.

Time: 10 min

Method: Demonstration and Performance

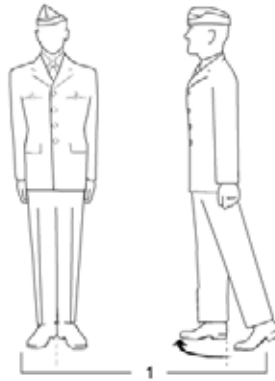
EXECUTE A RIGHT TURN



Turns are made to change direction. Right or left turns change direction by 90 degrees, and about turns by 180 degrees.

On the command RIGHT TURN BY NUMBERS, SQUAD—ONE, the cadets shall turn 90 degrees to the right by pivoting on the right heel and left toe and raising the left heel and right toe simultaneously. Both knees

should be kept braced during the turn, arms at the sides and body erect. On the completion of the movement, the weight of the body is placed on the right foot and the left leg is braced with the heel off the ground.



Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-13), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

Figure 1 First Part of the Movement – Right Turn at the Halt



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

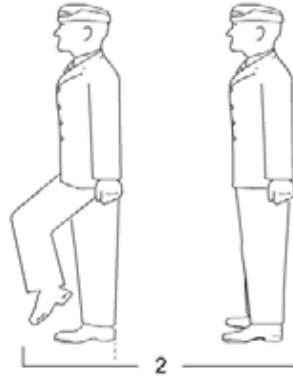


Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- weight transferred to the left foot,
- right leg bent instead of straight, and
- arms not held firmly to the side.

On the command SQUAD—TWO, the cadets shall bend the left knee, straightening it in double time and placing the left foot beside the right to assume the position of attention.



Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-13), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

Figure 2 Second Part of the Movement – Right Turn at the Halt



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

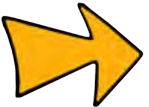


Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- arms not held straight and firmly to the sides,
- moving wrong foot,
- lifting the foot rather than lifting the knee, and
- lower leg and foot not allowed to hang at a natural angle.

On the command RIGHT—TURN, combine the two movements. The standard pause shall be observed between the movements.



Standard Pause: The standard pause between each movement is two beats in quick time.



Practice the movement with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the TP.

CONFIRMATION OF TEACHING POINT 1

The cadets' executing a right turn will serve as the confirmation of this TP.

Teaching Point 2

Explain, demonstrate and have the cadets execute a left turn.

Time: 5 min

Method: Demonstration and Performance

EXECUTE A LEFT TURN

On the command LEFT TURN BY NUMBERS, SQUAD–ONE, have the cadets turn 90 degrees to the left by pivoting on the left heel and right toe and raising the right heel and left toe simultaneously. Both knees should be kept braced during the turn, arms at the sides and body erect. On the completion of the movement, the weight of the body is placed on the left foot and the right leg is braced with the heel off the ground.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as turning to the right except that references to left and right are to be reversed.

On the command SQUAD–TWO, the hand is brought sharply to the position of attention, and simultaneously the head and eyes are turned smartly to the front



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

On the command LEFT – TURN, combine the two movements. The standard pause shall be observed between the movements.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the TP.

CONFIRMATION OF TEACHING POINT 2

The cadets' executing a left turn will serve as the confirmation of this TP.

Teaching Point 3

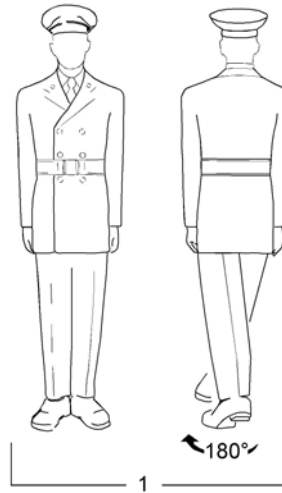
Explain, demonstrate and have the cadets execute an about turn.

Time: 10 min

Method: Demonstration and Performance

EXECUTE AN ABOUT TURN

On the command ABOUT TURN BY NUMBERS, SQUAD—ONE, the cadets shall turn 180 degrees to the right by pivoting on the right heel and left toe and raising the left heel and right toe simultaneously. Both knees should be kept braced during the turn, arms at the sides and body erect. On the completion of the movement, the weight of the body is placed on the right foot and the left leg is braced with the heel off the ground.



Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-14), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

Figure 3 First Part of the Movement – About Turn at the Halt



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

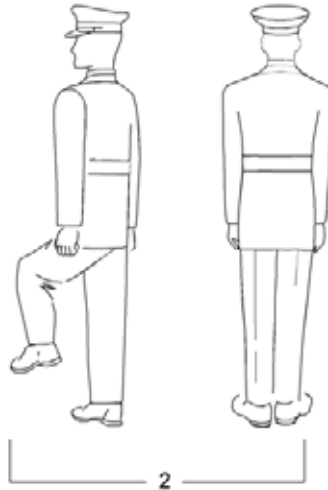


Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include the ones listed for the right turn and also include:

- turning to the left instead of the right,
- turning less than or more than 180 degrees, and
- losing balance.

On the command SQUAD—TWO, the cadet shall bend the left knee, straightening it in double time and placing the left foot beside the right to assume the position of attention.



Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-14), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

Figure 4 Second Part of the Movement – About Turn at the Halt

On the command ABOUT—TURN, combine the two movements. The standard pause shall be observed between the movements.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the lesson.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as executing a right turn.

CONFIRMATION OF TEACHING POINT 3

The cadets' executing an about turn will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' executing turns at the halt will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill develops and reinforces in cadets many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.

REFERENCES

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



**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 4

EO M108.04 – CLOSE TO THE RIGHT AND LEFT

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Review the drill movements from EO M108.03 (Execute Turns at the Halt).

OBJECTIVES

By the end of this lesson the cadet shall have closed to the right and left.

IMPORTANCE

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, demonstrate and allow time for the cadets to practice, in a variety of positions.



Capitalization indicates the words of command for each movement.

Cadence is to be maintained when completing movements.



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



Assistant instructors may be required for this lesson.

Teaching Point 1

Explain, demonstrate and have the cadets close to the right.

Time: 15 min

Method: Demonstration and Performance

CLOSE TO THE RIGHT



Closing to the right is executed to adjust position right. Close march paces to the right shall not be ordered when the distance required to move exceeds eight paces. When the distance is greater, the squad shall be turned and marched the required distance.

On the command ONE PACE RIGHT CLOSE MARCH BY NUMBERS, SQUAD–ONE, the cadet shall:

1. bend the right knee, carrying the foot to the right and placing it on the ground with the inside of the heels one side pace 25 cm apart;
2. balance the weight of the body evenly on both feet; and
3. keep the arms at the sides.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- arms not held straight and firmly to the sides,
- wrong foot moved,
- foot is lifted instead of bending the knee, and
- lower leg and foot hanging at an unnatural angle.

On the command SQUAD—TWO, the cadet shall shift the weight of the body to the right foot; and bend the left knee, placing the left foot by the right to assume the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

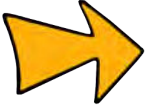


Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as the first movement.

On the command ONE PACE RIGHT CLOSE—MARCH, combine the two movements, observing the following timing:

1. one pace, one-one,
2. two paces, one-one, pause, one-two: and
3. three paces, one-one, pause, one-two, pause, one-three.



Standard Pause: The standard pause between each movement is two beats in quick time.



Practice the movement with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty with during the TP.

CONFIRMATION OF TEACHING POINT 1

The cadets' closing to the right will serve as the confirmation of this TP.

Teaching Point 2

Explain, demonstrate and have the cadets close to the left.

Time: 10 min

Method: Demonstration and Performance

CLOSE TO THE LEFT

On the command ONE PACE LEFT CLOSE MARCH BY NUMBERS, SQUAD—ONE, the cadet shall:

1. bend the left knee, carrying the foot to the left and placing it on the ground with the inside of the heels one side pace 25 cm apart;
2. balance the weight of the body evenly on both feet; and
3. keep the arms still at the sides.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as closing to the right except with the left foot.

On the command SQUAD—TWO, the cadet shall shift the weight of the body to the left foot; and bend the right knee, placing the right foot by the left to assume the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as the first movement.

On the command ONE PACE LEFT CLOSE—MARCH, combine the two movements, observing the following timing:

1. one pace, one-one;
2. two paces, one-one, pause, one-two; and
3. three paces, one-one, pause, one-two, pause, one-three.



Practice the movement with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the lesson.

CONFIRMATION OF TEACHING POINT 2

The cadets' closing to the left will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' closing to the right and left will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill develops and reinforces in cadets many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.

REFERENCES

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



**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 5

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

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Review the drill movements from EO M108.04 (Execute to the Right and Left).

OBJECTIVES

By the end of this lesson the cadet shall have executed paces forward and to the rear.

IMPORTANCE

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, demonstrate and allow time for the cadets to practice, in a variety of positions.



Capitalization indicates the words of command for each movement.

Cadence is to be maintained when completing movements.



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



Assistant instructors may be required for this lesson.

Teaching Point 1

Explain, demonstrate and have the cadets execute paces forward.

Time: 15 min

Method: Demonstration and Performance

PACES FORWARD



Paces forward are executed to adjust position forward and should not exceed three paces. When the distance is greater, the squad shall be marched the required distance.

On the command ONE PACE FORWARD MARCH BY NUMBERS, SQUAD—ONE, the cadet shall shoot the left foot forward one half pace, force the weight forward on the left foot, with the right heel raised; and keep the arms still at the sides.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- incorrect pace size,
- step off with incorrect foot, and
- arms not held firmly at the sides.

On the command SQUAD—TWO, the cadet shall bend the right knee, straighten it in double time, place the right foot on the ground beside the left; and assume the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



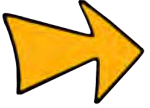
Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- arms not held straight and firmly to the sides,
- wrong foot moved,
- foot is lifted instead of bending the knee, and
- lower leg and foot hanging at an unnatural angle

On the command ONE PACE FORWARD—MARCH, combine the two movements, observing the following timing:

1. one pace, one-two;
2. two paces, one, one-two; and
3. three paces, one, one, one-two.



When taking paces forward:

1. The cadence shall be in quick time.
2. The length of each step shall be one half pace (35 cm).
3. The arms shall be kept still at the sides.
4. When two paces forward are taken, the left foot is brought into the right to assume the position of attention.



Practice the movement with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the TP.

CONFIRMATION OF TEACHING POINT 1

The cadets' executing paces forward will serve as the confirmation of this TP.

Teaching Point 2

Explain, demonstrate and have the cadets execute paces to the rear.

Time: 10 min

Method: Demonstration and Performance

PACES TO THE REAR



Paces to the rear are executed to adjust position back and should not exceed three paces. When the distance is greater, the squad shall be marched the required distance.

On the command ONE PACE STEP BACK MARCH BY NUMBERS, SQUAD—ONE, the cadet shall shoot the left foot to the rear one half pace with the weight forward on the right foot and the left heel raised; and keep their arms still at the sides.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as executing paces forward.

On the command SQUAD—TWO, the cadet shall bend the right knee, straighten it in double time, place the right foot on the ground beside the left; and assume the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as executing paces forward.

On the command ONE PACE(S) STEP BACK—MARCH, combine the two movements, observing the following timing:

1. one pace, one-two;
2. two paces, one, one-two; and
3. three paces, one, one, one-two.



Practice the movement with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the lesson.

CONFIRMATION OF TEACHING POINT 2

The cadets' executing paces to the rear will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' executing paces forward and to the rear will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill develops and reinforces in cadets many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.

REFERENCES

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



**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 6

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

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Review the drill movements from EO M108.05 (Execute Paces Forward and to the Rear).

OBJECTIVES

By the end of this lesson the cadet shall have executed the movements required for a right dress.

IMPORTANCE

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, demonstrate and allow time for the cadets to practice, in a variety of positions.



Capitalization indicates the words of command for each movement.

Cadence is to be maintained when completing movements.



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



Assistant instructors may be required for this lesson.

Teaching Point 1

Explain, demonstrate and have the cadets execute right dress.

Time: 15 min

Method: Demonstration and Performance



Right Marker. The individual on the right hand side of the front rank.

RIGHT DRESS

Dressing of a squad is required to ensure a uniform, organized appearance when in a formed body. The most common movement used to dress a squad is the right dress.

On the command RIGHT DRESS BY NUMBERS, SQUAD—ONE, the right marker stands fast; and the remainder shoots the left foot forward one half pace, bends the right knee and adopts the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- incorrect pace size,
- arms not held straight and firmly to the sides,
- wrong foot moved,
- foot is lifted instead of bending the knee, and
- lower leg and foot hanging at an unnatural angle.

On the command SQUAD—TWO, the right file stands fast and the remainder turn their head and eyes to the right as far as possible without straining. Simultaneously, the front rank, except the right marker, shoots the right arm its full extent behind the shoulder of the cadet on the right. The hand is closed as in the position of attention, back of the hand uppermost and arm parallel to the ground.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



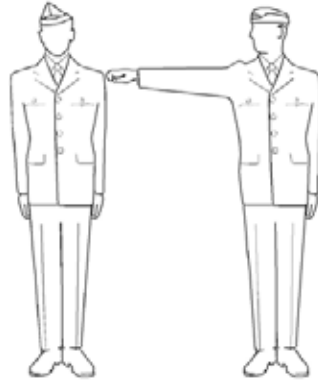
Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- arm not parallel to the ground,
- centre or rear rank raise arms,
- body is twisted, and
- looking in the wrong direction.

On the command SQUAD—THREE, the right marker stands fast; and the remainder take up correct alignment, distance and covering by taking short, quick paces until they are in position.

Movement starts with the left foot.



Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-19), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

Figure 1 Arm Interval-Right Dress



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

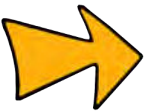


Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

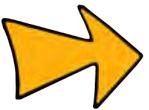
Common faults include:

- arm striking next person, and
- hand slapping the side of the leg.

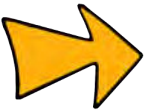
On the command RIGHT—DRESS, the three movements are combined, observing the standard pause between the movements. The timing is one-two, pause, arms, pause, move.



Standard Pause: The standard pause between each movement is two beats in quick time.



When dressing by the left, the same drill is followed except the head and eyes are turned left and the left arm is raised. The left marker stands fast, looks to the front, and those in the file behind adopt the appropriate distance between ranks.



Dressing may be ordered by the centre if more than one squad is on parade in line or mass. The command is INWARD—DRESS, and flanking squads shall dress by their left or right as appropriate.



When a squad is formed with only one person in the blank file, that individual shall dress with the front rank when the squad is advancing and with the rear rank when the squad is retiring. When the squad is moving to a flank, the individual shall dress with the directing flank.



Practice the movement with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the TP.

CONFIRMATION OF TEACHING POINT 1

The cadets' executing right dress will serve as the confirmation of this TP.

Teaching Point 2

Explain, demonstrate and have the cadets execute eyes front.

Time: 5 min

Method: Demonstration and Performance

EXECUTE EYES FRONT

On the command EYES—FRONT, the cadets shall snap their head and eyes to the front and cut the right arm to the rear of the individual on the right and to the position of attention without slapping the thigh.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

CONFIRMATION OF TEACHING POINT 2

The cadets' executing eyes front will serve as the confirmation of this TP.

Teaching Point 3

Explain, demonstrate and have the cadets execute shoulder dressing.

Time: 5 min

Method: Demonstration and Performance

On the command SHOULDER DRESSING, RIGHT—DRESS, the movements are the same as for right dress, except that the arms are not raised and dressing is taken up without arm's length interval. Enough lateral space is left between the shoulders of each person in the rank to complete any movements that may follow the dressing.



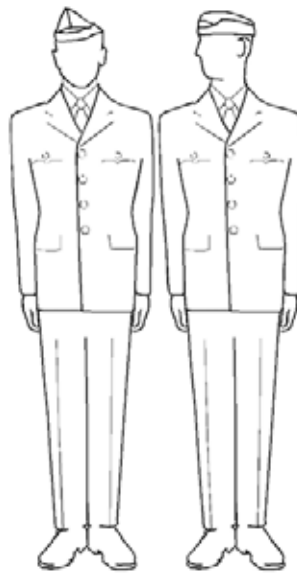
Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as right dress except that the arm is not raised.



Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-19), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

Figure 2 Shoulder Dressing

CONFIRMATION OF TEACHING POINT 3

The cadets' executing a shoulder dressing will serve as the confirmation of this TP.

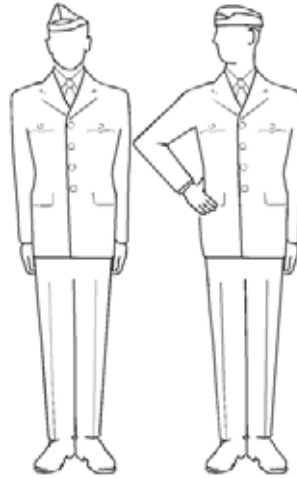
Teaching Point 4

Explain, demonstrate and have the cadets execute elbow dressing.

Time: 5 min

Method: Demonstration and Performance

On the command ELBOW DRESSING, RIGHT—DRESS, the movements are the same as the right dress except, the right hand is placed on the hip or jacket belt as applicable. The fingers are closed, pointed down and extended forward with thumbs to the rear and the point of the elbow is forced forward and touching the cadet's arm on the right.



Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-19), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

Figure 3 Elbow Dressing



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as dressing at arm's length and also include bending the wrist and hand not on hip.

END OF LESSON CONFIRMATION

The cadets' executing movements required for the right dress will serve as the confirmation of this lesson.

CONCLUSION

HOMework / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill develops and reinforces in cadets many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.

REFERENCES

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



**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 7

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

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Review the drill movements from EO M108.06 (Execute the Movements Required for a Right Dress).

OBJECTIVES

By the end of this lesson the cadet shall have executed an open order and close order march.

IMPORTANCE

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets efficiently moving together as one will promote discipline, alertness, precision, pride, steadiness and cohesion.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, demonstrate and allow time for the cadets to practice, in a variety of positions.



Capitalization indicates the words of command for each movement.

Cadence is to be maintained when completing movements.



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



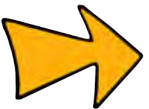
Assistant instructors may be required for this lesson.

Teaching Point 1

Explain, demonstrate and have the cadets execute an open order march.

Time: 15 min

Method: Demonstration and Performance



The standard length of a half pace is 35 cm.

OPEN ORDER MARCH

When in a formed body, cadets are inspected at the open order. To adopt this formation, cadets are required to execute an open order march.

The cadet shall execute the open order march, to include:

1. the front rank moving forward three half paces;
2. the rear rank stepping back three half paces; and
3. the centre rank standing fast.



Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-22), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

Figure 1 Open Order March in Three Ranks

When formed in two ranks, the front rank stands fast and the rear rank steps back three half paces.



Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-23), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

Figure 2 Open Order March in Two Ranks

On the command OPEN ORDER–MARCH, the movements shall be executed as for three check paces forward and to the rear, the final movement being executed by:

1. bending the right knee, straightening it in double time and placing the right foot smartly on the ground by the left; and
2. assuming the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- taking paces that are too large while moving forward;
- taking paces that are too small while moving back;
- raising the knee while stepping to the front or to the rear; and
- moving in the centre rank.

The cadence shall be in quick time, and the arms shall be kept still at the sides.

The timing for the movements are counted as ONE, ONE, ONE-TWO.

CONFIRMATION OF TEACHING POINT 1

The cadets' executing an open order march will serve as the confirmation of this TP.

Teaching Point 2

Explain, demonstrate and have the cadets a close order march.

Time: 10 min

Method: Demonstration and Performance

CLOSE ORDER MARCH

The cadet shall execute the close order march, to include:

1. the front rank stepping back three half paces;
2. the rear rank moving forward three half paces; and
3. the centre rank standing fast.

On the command CLOSE ORDER – MARCH, the movements will be executed as for three check paces forward and to the rear, the final movement being executed by:

1. bending the right knee, straightening it in double time and placing the right foot smartly on the ground by the left; and
2. assuming the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as the open order march.

The cadence shall be in quick time, and the arms shall be kept still at the sides.

The timing for the movements are counted as ONE, ONE, ONE-TWO.



When formed in two ranks, the front rank stands fast and the rear rank moves forward three half paces.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Have the cadets practice as a member of the front, rear and centre ranks.

CONFIRMATION OF TEACHING POINT 2

The cadets' executing a close order march will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' executing an open order and close order march will serve as the confirmation of this lesson.

CONCLUSION

HOMework / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill develops many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades.

REFERENCES

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

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**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 8

EO M108.08 – MARCH AND HALT IN QUICK TIME

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Review the drill movements from EO M108.07 (Execute an Open Order and Close Order March).

OBJECTIVES

By the end of this lesson the cadet shall have marched and halted in quick time.

IMPORTANCE

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets efficiently moving together as one will promote discipline, alertness, precision, pride, steadiness and cohesion.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, demonstrate and allow time for the cadets to practice, in a variety of positions.



Capitalization indicates the words of command for each movement.

Cadence is to be maintained when completing movements.



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



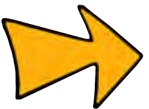
Assistant instructors may be required for this lesson.

Teaching Point 1

Explain, demonstrate and have the cadets march in quick time.

Time: 10 min

Method: Demonstration and Performance



The standard length of a pace is 75 cm.

MARCH IN QUICK TIME

Corps / Squadrons march and manoeuvre on foot in quick, slow, and double time. When marching in quick time, the cadence is set at 120 paces per minute.



The quick march can be maintained for long periods of time and is the standard for routine duty.

On the command QUICK MARCH BY NUMBERS, SQUAD—ONE, the cadet shall shoot the left foot forward one half pace, toe up; strike the heel on the ground first and keep the toe pointed directly forward; and simultaneously, swing the right arm straight forward and the left arm straight to the rear, waist high.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- taking a pace greater than 35 cm (one half pace);
- placing or slapping the left foot flat on the ground instead of striking the heel first; and
- swinging the arms at an incorrect height.

On the command SQUAD—TWO, the cadets shall continue to march with subsequent paces of standard length; bringing the legs forward successively in a straight line; swinging the arms forward successively in a straight line from the shoulder, front to rear, with hands closed as in the position of attention; and maintaining dressing by the directing flank.



The directing flank is the rank or file assigned by the commander as that from which the dressing is to be taken, when formed as a squad.



Practice the movements with:

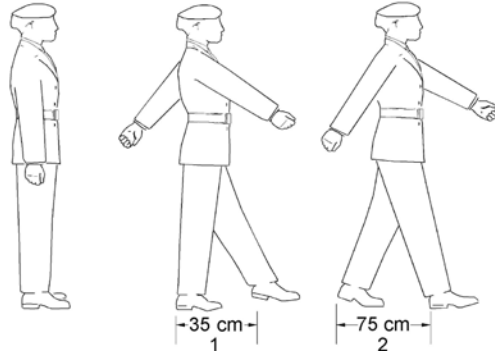
- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as for the initial pace except the pace is greater or less than 75 cm.

On the command QUICK—MARCH, combine the two movements. The timing will be “LEFT—RIGHT—LEFT”



Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 3-6), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

Figure 1 Marching in Quick Time

CONFIRMATION OF TEACHING POINT 1

The cadets' marching in quick time will serve as the confirmation of this TP.

Teaching Point 2

Explain, demonstrate and have the cadets halt in quick time.

Time: 10 min

Method: Demonstration and Performance

HALT IN QUICK TIME

On the command HALT BY NUMBERS, SQUAD—ONE, given as the left foot is forward and on the ground, the cadet shall check the forward movement by placing the right foot flat on the ground, use the heel as a brake; and swing the left arm forward and the right arm to the rear.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include taking a pace larger or smaller than 75 cm; and not swinging the arms to the front and rear.

On the command SQUAD—TWO, the cadet shall take a half pace with the left foot, place it flat on the ground; and swing the right arm forward and the left to the rear.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as the initial pace except taking a pace larger than 35 cm (one half pace).

On the command SQUAD—THREE, the cadet shall bend the right knee, straighten it in double time; and simultaneously, cut the arms to the side and assume the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

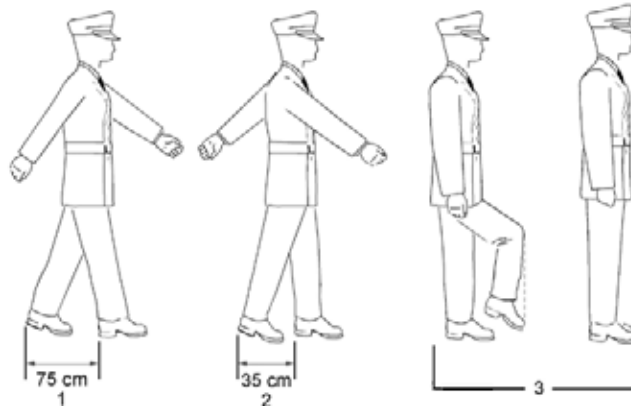
Common faults include not cutting the arms to the side; and not bending the right knee and straightening in double time.

On the command SQUAD—HALT, combine the three movements in quick time. The timing for the movements is counted as ONE, ONE, ONE-TWO.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 3-3), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

Figure 2 Halting in Quick Time

CONFIRMATION OF TEACHING POINT 2

The cadets' halting in quick time will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' marching and halting in quick time will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill develops many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades.

REFERENCES

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

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**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 9

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

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Review the drill movements from EO M108.08 (March and Halt in Quick Time).

OBJECTIVES

By the end of this lesson the cadet shall have executed marking time, forward and halting in quick time.

IMPORTANCE

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets efficiently moving together as one will promote discipline, alertness, precision, pride, steadiness and cohesion.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, demonstrate and allow time for the cadets to practice, in a variety of positions.



Capitalization indicates the words of command for each movement.

Cadence is to be maintained when completing movements.



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



Assistant instructors may be required for this lesson.

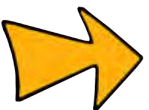
Teaching Point 1

Explain, demonstrate and have the cadets mark time.

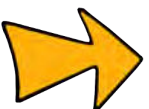
Time: 10 min

Method: Demonstration and Performance

MARK TIME



Marking time is executed when ceasing forward motion for a short period of time, while on the march. Marking time is carried out at the same cadence as for marching. Only the legs are moved and the upper portion of the body remains in the position of attention with arms at the side.



The command for mark time is given as the right foot is forward on the ground.

On the command MARK TIME BY NUMBERS, SQUAD—ONE, the cadet shall take a half pace with the left foot, placing the foot flat on the ground naturally. Maintaining the same cadence, bring the right foot into the left in a straight leg manner, not scraping the ground; and simultaneously, cut the arms to the sides and assuming the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- taking a pace larger than 35 cm (one half pace); and
- scraping the right foot on the ground as it is being brought into the left.

On the command SQUAD—TWO the cadet shall bend the left knee so that the lower leg and foot are allowed to hang at a natural angle and the toe is 15 cm above the ground; place the toe on the ground before the heel as the leg is lowered; and continuing to mark time until the command FOR—WARD or HALT is given.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

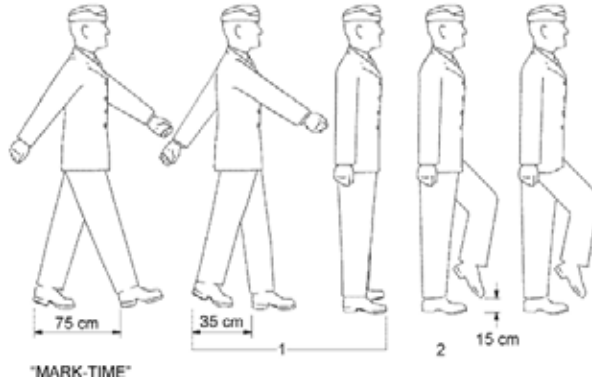
- not holding the arms straight and firmly to the sides;
- swaying side to side;
- quickening the pace; and
- not maintaining dressing.

On the command MARK – TIME, combine the two movements. The timing is “left—in—left—right—left”.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 3-16), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

Figure 1 Marking Time in Quick Time

CONFIRMATION OF TEACHING POINT 1

The cadets' marking time will serve as the confirmation of this TP.

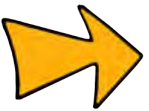
Teaching Point 2

Explain, demonstrate and have the cadets execute forward from marking time.

Time: 10 min

Method: Demonstration and Performance

FORWARD FROM MARKING TIME



The command for Forward is given as the left foot is on the ground.

This movement is not taught broken down as it is best learned as a complete movement.

On the command FOR—WARD, the cadet shall straighten the right leg and assume the position of attention; shoot the left foot forward in a half pace; and continue to march in quick time, swinging the right arm forward and the left to the rear.

On the command MARK – TIME, combine the two movements. Utilize the timing: “left – in – left – right – left”.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- arms not held straight and firmly to the sides;
- not stepping off with the rest of the squad;
- stepping off on the wrong foot; and
- initial pace larger than one half pace.

CONFIRMATION OF TEACHING POINT 2

The cadets' executing forward from marking time will serve as the confirmation of this TP.

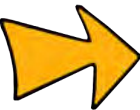
Teaching Point 3

Explain, demonstrate and have the cadets execute halting in quick time from marking time.

Time: 5 min

Method: Demonstration and Performance

HALTING IN QUICK TIME FROM MARKING TIME



The command is given as the left foot is on the ground.

This movement is not taught broken down as it is best learned as a complete movement.

On the command SQUAD – HALT, the cadet shall

1. take a further mark time pace with the right foot;
2. take a further mark time pace with the left foot; and
3. straighten the right leg in double time and assume the position of attention.

The timing is “one, one-two”.

On the command MARK – TIME, combine the two movements. Utilize the timing: “left – in – left – right – left”.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include not halting at the same time as the rest of the squad.

END OF LESSON CONFIRMATION

The cadets' executing marking time, forward and halting in quick time will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill develops many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades.

REFERENCES

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



**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 10

EO M108.10 – EXECUTE A SALUTE ON THE MARCH

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Review the drill movements from EO M108.02 (Execute a Salute at the Halt Without Arms).

OBJECTIVES

By the end of this lesson the cadet shall have saluted on the march.

IMPORTANCE

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets efficiently moving together as one will promote discipline, alertness, precision, pride, steadiness and cohesion.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, demonstrate and allow time for the cadets to practice, in a variety of positions.



Capitalization indicates the words of command for each movement.

Cadence is to be maintained when completing movements.



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



Assistant instructors may be required for this lesson.

Teaching Point 1

Execute saluting on the march.

Time: 15 min

Method: Demonstration and Performance

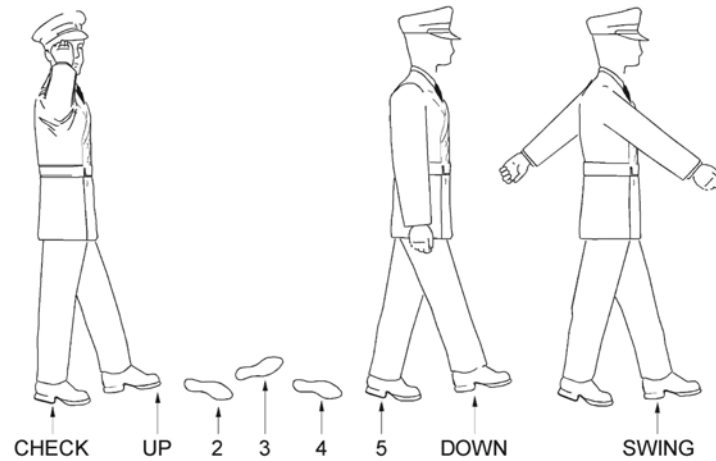
DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING



Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

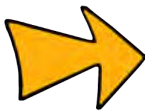
The demonstration shall be provided from various vantage points, as required.



A-PD-201-000/PT-000 *The Canadian Forces Manual of Drill and Ceremonial, 2001*

Figure 1 – Saluting on the March

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)



For ease of instruction, drill commands have been broken down into individual movements, or numbers. The instructor(s) shall demonstrate and explain each number.

On the command TO THE RIGHT (LEFT) SALUTE BY NUMBERS, SQUAD – ONE, given as the left foot is forward and on the ground, the cadet shall execute the first number by:

1. completing the next pace with the right foot; and
2. swinging the left arm forward and the right arm to the rear normally.

PRACTISE THE SQUAD ON THE FIRST MOVEMENT

Practise the squad on the first movement collectively, individually and collectively



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT (SECOND NUMBER)

On the command SQUAD – TWO the cadet shall execute the second number by:

1. completing the next pace with the left foot;
2. cutting the left arm to the side; and
3. cutting the right arm forward to the side and then up into the salute in one continuous movement.

PRACTISE THE SQUAD ON THE SECOND MOVEMENT

Practise the squad on the second movement collectively, individually and collectively.

DEMONSTRATE AND EXPLAIN THE THIRD PART OF THE MOVEMENT (THIRD NUMBER)

On the command SQUAD – THREE, the cadet shall complete four paces in quick time, ending with the left foot forward.

PRACTISE THE SQUAD ON THE THIRD MOVEMENT

Practise the squad on the third movement collectively, individually and collectively.

DEMONSTRATE AND EXPLAIN THE FOURTH PART OF THE MOVEMENT (FOURTH NUMBER)

On the command SQUAD – FOUR, the cadet shall execute the fourth number by:

1. completing a pace with the right foot; and
2. cutting the right arm to the side.

PRACTISE THE SQUAD ON THE FOURTH MOVEMENT

Practise the squad on the fourth movement collectively, individually and collectively.

DEMONSTRATE AND EXPLAIN THE FIFTH PART OF THE MOVEMENT (FIFTH NUMBER)

On the command SQUAD – FIVE, the cadet shall continue to march.

PRACTISE THE SQUAD ON THE FIFTH MOVEMENT

Practise the squad on the fifth movement collectively, individually and collectively.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command TO THE RIGHT (LEFT) – SALUTE, the movements and combined, and the timing, “check – up – two – three – four– five – down – swing”, is utilized.

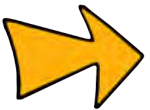
The instructor(s) shall provide a full demonstration and allow time for practice.

Teaching Point 2

Practise saluting on the march.

Time: 10 min

Method: Demonstration and Performance



While saluting, the head is turned right (left) as far as possible without straining.

On the command TO THE RIGHT (LEFT) – SALUTE, the movements are combined, and the timing, CHECK – UP – TWO – THREE – FOUR– FIVE – DOWN – SWING, is utilized.



Note: This movement requires much practice as a formed body, and the instructor is encouraged to fully utilize this time for said practice.

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing saluting on the march (**right and left**), and should emphasise movements that cadets showed difficulty with during the class.

Practise the complete movement with the:

- **Instructor** calling the time;
- **Squad** calling the time; and
- Squad **judging** the time.

END OF LESSON CONFIRMATION

The cadets' saluting on the march will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill develops many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades.

REFERENCES

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

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**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 11

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

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Review the drill movements from EO M108.10 (Execute A Salute on the March).

OBJECTIVES

By the end of this lesson the cadet shall have paid compliments with a squad on the march.

IMPORTANCE

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets efficiently moving together as one will promote discipline, alertness, precision, pride, steadiness and cohesion.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, demonstrate and allow time for the cadets to practice, in a variety of positions.



Capitalization indicates the words of command for each movement.

Cadence is to be maintained when completing movements.



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



Assistant instructors may be required for this lesson.

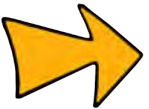
Teaching Point 1

Explain, demonstrate and have the cadets execute eyes right (left) to pay compliments with a squad on the march.

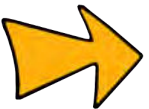
Time: 15 min

Method: Demonstration and Performance

EYES RIGHT (LEFT) WITH A SQUAD ON THE MARCH



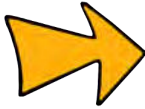
While marching as a member of a squad, do not salute from within the ranks, but turn the head in the direction of the person or object to which compliments are being paid.



The command for paying compliments with a squad on the march is given as the left foot is forward and on the ground.

On the command EYES—RIGHT (LEFT), the cadets shall

1. complete the next pace forward with the right foot;
2. as the left foot comes forward again and strikes the ground, turn the head and eyes to the right (left) as far as possible without straining and look directly into the eyes of the personage being saluted;
3. continue to swing the arms; and
4. maintain dressing, direction, and cadence, while continuing to march.



The leading person on the directing flank shall maintain head and eyes to the front to keep direction.

Directing flank box



The person in command of the squad shall salute.



Practice the movements with:

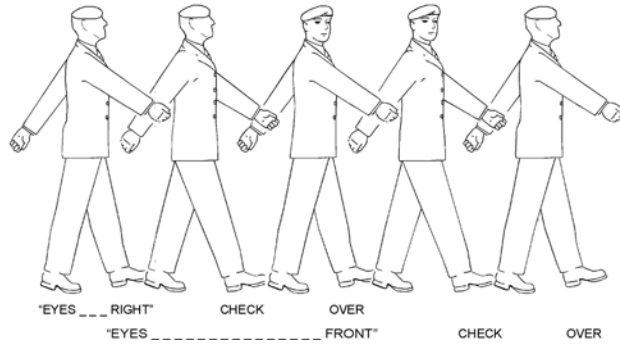
- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- turning the head and eyes immediately rather than turning the head and eyes after the completion of the next pace forward.



Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 3-25), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

Figure 1 Eyes Right on the March

CONFIRMATION OF TEACHING POINT 1

The cadets' executing an eyes right (left) to pay compliments on the march will serve as the confirmation of this TP.

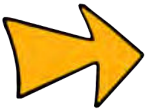
Teaching Point 2

Explain, demonstrate and have the cadets execute eyes front to pay compliments with a squad on the march.

Time: 10 min

Method: Demonstration and Performance

EYES FRONT WITH A SQUAD ON THE MARCH



The command for paying compliments with a squad on the march is given as the left foot is forward and on the ground.

On the command EYES—FRONT, the cadet shall complete the next pace forward with the right foot; and as the left foot comes forward and strikes the ground, cut the head and eyes smartly to the front.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- turning the head and eyes immediately rather than turning the head and eyes after the completion of the next pace forward.

CONFIRMATION OF TEACHING POINT 2

The cadets' executing an eyes front to pay compliments on the march will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' executing a salute on the march will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill develops many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades.

REFERENCES

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

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**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 12

EO M108.12 – PERFORM DRILL MOVEMENTS DURING ANNUAL CEREMONIAL REVIEW

Total Time:

90 min

THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO

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**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 13

EO C108.01 – EXECUTE SUPPLEMENTARY DRILL MOVEMENTS

Total Time:

180 min

THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO

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**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 14

EO C108.02 – PARTICIPATE IN A DRILL COMPETITION

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the Drill Competition Marking Guide located at Attachment C and sufficient copies of the Drill Competition Marking Sheet located at Attachment D for each judge.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to participate in a drill competition.

INTRODUCTION

REVIEW

Review the drill movements from EO M108.01 to M108.11

OBJECTIVES

By the end of this lesson the cadet shall have participated in a drill competition.

IMPORTANCE

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets efficiently moving together as one will promote discipline, alertness, precision, pride, steadiness and cohesion.

ACTIVITY

Time: 90 min

OBJECTIVE

The objective of this activity is to have the cadets participate in a drill competition.

RESOURCES

- Tables,
- Chairs,
- Masking Tape,
- Stop Watch,
- Portable hand counters (clickers),
- Drill sequence,
- Pens,
- Parade markers, and
- Judges.

ACTIVITY LAYOUT

Set up the drill hall or outdoor parade square with tables and chairs. The drill area will be marked off, to include a restricted-access area large enough to accommodate execution of the marching and wheeling components of the competition with a judge's table placed mid-point along one of the sides of the drill area.

ACTIVITY INSTRUCTIONS

1. Divide the year one cadets into squads not to exceed 10 cadets.
2. Appoint a team captain (Drill Team Commander), at a minimum, a year three cadet in training to direct the team through the drill sequence.
3. Provide each team time to practice as a squad prior to competing. During this practice, the team captain will review all rehearsed movements from PO 108.
4. Have the drill team commander lead the drill team through the entire drill sequence.
5. Without assistance, acting as a drill team in a competition environment, the flight will follow commands and be marked on its performance of the specified drill sequence. Cadets will respectfully observe the performance of other flight drill teams whenever they are not performing.
6. Marking will be performed by the judges using the marking guide located at Attachment C and the marking sheet located at Attachment D. When numerous flights are competing, it is necessary to maximize the use of time. As the flights rotate through the competition, flights waiting to perform or flights that have already performed can be scheduled for other concurrent activities (eg, while one flight is waiting to perform another flight is undergoing uniform inspections).

SAFETY

Nil.



Capitalization indicates the words of command for each movement.
Cadence is to be maintained when completing movements.



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



Assistant instructors may be required for this lesson.

END OF LESSON CONFIRMATION

The cadets' participation in a drill competition will serve as confirmation of this lesson.

CONCLUSION

HOMework / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill helps a cadet develop many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades.

REFERENCES

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

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GUIDELINES FOR THE CONDUCT OF A YEAR ONE DRILL COMPETITION

OFFICIALS

1. Officials shall be as follows:
 - a. Chief Judge – responsible for:
 - (1) Judging and marking the Team Captain;
 - (2) Awarding penalties; and
 - (3) Interpretation of rules; and
 - b. Drill Judge(s) – responsible for judging and marking the performance of the team during the drill sequence.

DRESS

2. Dress for the competition will be at the discretion of the squadron TrgO and IAW CATO 55-04. Uniform C-1 is encouraged, though weather conditions at the time of the competition will be the determining factor.

DRILL SEQUENCE

3. When called to compete, the team (accompanied and directed by the team captain) will march on, with the right marker at the designated point opposite the judges table, dressed at the close order. When the Drill Team Commander reports for inspection, the judging will begin approach the Chief Judge, report the name of the team, and request permission to carry on with the competition.
4. On receiving permission from the Chief Judge, the team captain will then direct the team through the drill movements IAW Attachment B. The squad will be returned to its original position following the completion of the movements. The DTC will then report to the Chief Judge, and request permission to march off.

TIMING

5. A maximum of 15 minutes is allowed for each competing team. The timing will commence immediately following the team captain being granted permission to proceed and will terminate when the team captain reports to the Chief Judge upon completion of the drill sequence.

DRILL AUTHORITY

6. All drill movements will be carried out IAW A-PD-201-000/PT- 000 Canadian Forces Manual of Drill and Ceremonial.

MARKING

7. Marking will be performed by the judges using the marking guide located at Attachment C and the marking sheet located at Attachment D. One point will be deducted for each individual fault or infraction to a maximum of 80 point deductions. A maximum of five points will be deducted for a single movement (eg, if a whole team performs a movement incorrectly, a total of five points will be deducted).

PENALTIES

8. Penalties will be deducted for specific infractions. Additional points will not be deducted for an infraction for which a penalty is awarded.
9. The following penalties will be awarded for infractions and will be deducted from the drill score by the Chief Judge:

- | | | |
|----|---|-----------|
| a. | Omission of a drill movement | 5 points. |
| b. | Drill movement performed out of sequence | 1 point. |
| c. | Late when called to compete | 2 points. |
| d. | Exceeding maximum time allowance for sequence | 2 points. |

INTERPRETATION OF RULES

10. In any situation where no equitable solution can be found in the rules, the Chief Judge will be empowered to make a ruling, which is binding to all participants.

DRILL SEQUENCE

STANDING DRILL

1. Stand Easy
2. Stand at Ease
3. Attention
4. To the Front Salute
5. Left Turn
6. Right Turn
7. About Turn
8. Right Incline
9. About Turn
10. Open Order March
11. Right Dress
12. Eyes Front
13. Close Order March
14. Right Turn

MARCHING DRILL

1. Quick March
2. Mark Time
3. Forward
4. Mark Time
5. Halt
6. Quick March
7. Left Wheel
8. Left Wheel
9. Salute to the Right on the March
10. Left Wheel
11. Right Wheel
12. Right Wheel
13. Right Wheel
14. Mark Time
15. Halt

STANDING DRILL

1. Left Turn
2. Right Dress
3. Eyes Front

DRILL COMPETITION MARKING GUIDE

INSPECTION

The inspection will be marked out of five possible points in the following areas:

Wedge. Worn on the right side of the head, with the lower point of the front crease in the centre of the forehead and the front edge of the cap 2.5 cm (1 inch) above the right eyebrow.

Male hair. Neatly groomed, taper-trimmed at the back, sides and above the ears with no hair touching the ears or collar. 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. Beards shall not be worn except for those of the Sikh religion.

Female hair. Neatly groomed and not extend below the lower edge of the jacket collar. Bizarre styles or colours are not permitted in uniform. A single braid, if worn, shall be worn in the centre of the back. Double braids, if worn, shall be worn to the back. All multiple braids shall be directed toward the back. Multiple braids, if worn, extending below the lower edge of the collar are to be gathered in a bun. The braid may not extend beyond the armpit. No hair ornaments are to be worn and effort should be made to ensure that bobby pins secure hair and are unobtrusive.

Appearance. Only a wristwatch, medical alert bracelet, and a maximum of two rings may be worn with the uniform (costume rings are not to be worn in uniform). Female cadets may wear a single pair of plain gold, silver stud or white pearl earrings in pierced ears. Makeup shall be applied conservatively. No eyeliner, fake eyelashes, coloured eye shadow or nail polish is to be worn in uniform. Male cadets are not authorized to wear earrings. Covering piercings with a bandage (band-aid) is not acceptable.

Trousers. Pressed with creases down the centre of each leg, and worn with the black belt.

Short-sleeved shirt. Pressed with a crease along the upper edge of each arm. Rank slip-ons shall be worn with the short-sleeved shirt.

Boots. Shined all over, laced across horizontally from side to side, and worn with grey wool socks.

DTC

Reporting. DTC reports to the judges confidently and in the correct manner.

Words of command. The words of command should be correct, called on the correct foot and with the correct interval of timings. They should be clear and loud enough for the entire team to hear and obey.

Ability to control. The ability to command, control and give proper orders to the team carrying out drill movements.

COMPULSORY SEQUENCE

All standing and marching drill for the compulsory sequence will be marked out of a total of five points. One point will be deducted for errors in each of the following areas:

Body drive. The amount of effort put into the movements.

Correctness of movement. This includes immediate and correct response to the command with the standard pause (two beats of quick time) observed where necessary.

Correct dressing. The alignment of ranks and flanks at the halt and on the march.

Steadiness. No excess movements during any portion of the drill sequence, including fidgeting, fixing the uniform, etc.

Precision. Movements are carried out in unison.

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DRILL COMPETITION MARKING SHEET

Team: _____

Date: _____

DTC: _____

Inspection - Maximum 30 Points			
1.	Wedge		/5
2.	Hair		/5
3.	Appearance		/5
4.	Trousers		/5
5.	Short-sleeved shirt		/5
6.	Boots		/5
Sub-total			/30
DTC - Maximum 40 Points			
1.	Reporting		/10
2.	Words of Command		/20
3.	Ability to Control		/10
Sub-total			/40
Drill Movements - Maximum Points			
Standing Drill			
1.	Stand Easy		/5
2.	Stand at Ease		/5
3.	Attention		/5
4.	To the Front Salute		/5
5.	Left Turn		/5
6.	Right Turn		/5
7.	About Turn		/5
8.	Right Incline		/5
9.	About Turn		/5
10.	Open Order March		/5
11.	Right Dress		/5
12.	Eyes Front		/5
13.	Close Order March		/5
14.	Right Turn		/5
Marching Drill			
1.	Quick March		/5
2.	Mark Time		/5
3.	Forward		/5
4.	Mark Time		/5
5.	Halt		/5
6.	Quick March		/5
7.	Left Wheel		/5
8.	Left Wheel		/5
9.	Salute to the Right on the March		/5
10.	Left Wheel		/5
11.	Right Wheel		/5
12.	Right Wheel		/5
13.	Right Wheel		/5

14.	Mark Time		/5
15.	Halt		/5
	Standing Drill		
1.	Left Turn		/5
2.	Right Dress		/5
3.	Eyes Front		/5
	Sub-total		/
	Sub-total		/
Comments			
Penalties			
	Penalty Sub-total		
	Inspection		/
	DTC		/
	Compulsory		/
	Less Total Penalties		
	Grand Total		/
Name of Judge:			
Date:		Signature of Judge:	

CHAPTER 9

PO 111 – PARTICIPATE IN RECREATIONAL SUMMER BIATHLON ACTIVITIES



**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 1

EO C111.01 - PARTICIPATE IN A BIATHLON BRIEFING

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Confirm the number of zones within your region.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to introduce biathlon and provide an overview of the sport.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson, the cadet shall have participated in a biathlon briefing.

IMPORTANCE

It is important for cadets to participate in a biathlon briefing because it introduces the history and components of biathlon, as well as assists in preparing for a biathlon event.

Teaching Point 1**Introduce biathlon.**

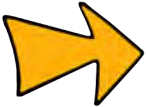
Time: 10 min

Method: Interactive Lecture

THE SPORT OF BIATHLON

Traditionally, biathlon consists of two activities—small bore marksmanship and free technique cross country skiing. There are other forms of biathlon competition—these competitions must include a cardiovascular activity and a marksmanship component. The marksmanship component of biathlon demands fine motor control, great stability and precision. Traditionally a .22 cal small bore rifle is used. The combination of these two very contradictory activities makes the sport of biathlon.

Biathlon is considered a life sport. The first recorded biathlon competition took place near the Swedish / Norwegian border in 1767, between companies of border guards from the two countries. Biathlon continued to develop through hunting and warfare until it was introduced as a demonstration sport at the winter Olympics in Charmoix, France in 1924. It was not until 1960 in Squaw Valley, California and a change to small bore that biathlon became a fully-sanctioned Olympic event for men. In 1992 in Albertville, France, it became an Olympic event for women as well.



Cave drawings found in Norway, depicting Nordic skiing and the carrying of a weapon, date Biathlon back more than 5,000 years.

TYPES OF RACES

There are six different types of races used in biathlon competitions in the CCM.

INDIVIDUAL

An individual race consists of a single competitor start. It is a race of varying distances based on age, gender, weather, and the geographical constraints of the course location. An individual race consists of sequential bouts of skiing and firing, which may include:

1. skiing;
2. firing five rounds;
3. skiing;
4. firing five rounds;
5. skiing;
6. firing five rounds;
7. skiing; and
8. crossing the finish line.

The race is over when the last competitor crosses the finish line.

A time penalty of 40 seconds for every missed target is added to the competitor's final time.

SPRINT

A sprint race consists of a single competitor or group start. It is a race of varying distances based on age, gender, weather, and the geographical constraints of the course location. A sprint race consists of sequential bouts of skiing and firing, which may include:

1. skiing;
2. firing five rounds;
3. skiing;
4. firing five rounds;
5. skiing and
6. crossing the finish line.

The race is over when the last competitor crosses the finish line.

A penalty of skiing one loop for every missed target is added to the competitor's final time.

MASS

A mass race consists of a simultaneous start. It is a race of varying distances based on age, gender, weather, and the geographical constraints of the course location. A mass race consists of sequential bouts of skiing and firing, which may include:

1. skiing;
2. firing five rounds;
3. skiing;
4. firing five rounds;
5. skiing;
6. firing five rounds;
7. skiing;
8. fire five rounds;
9. skiing and
10. crossing the finish line.

The race is over when the last competitor crosses the finish line.

A penalty of skiing one loop for every missed target is added to the competitor's final time.

PURSUIT

A pursuit race consists of a single competitor start on random draw or results from a previous event during the same championship. It is a race of varying distances based on age, gender, weather, and the geographical constraints of the course location. A pursuit race consists of sequential bouts of skiing and firing, which may include:

1. skiing;
2. firing five rounds;

3. skiing;
4. firing five rounds;
5. skiing;
6. firing five rounds;
7. skiing;
8. firing five rounds;
9. skiing; and
10. crossing the finish line.

The race is over when the last competitor crosses the finish line.

A penalty of skiing one loop for every missed target is added to the competitor's final time.

RELAY

A relay race consists of a simultaneous start. It is a race of varying distances, based on age, gender, weather, and the geographical constraints of the course location. A relay race consists of sequential bouts of skiing and firing for each relay team member, which may include:

1. skiing;
2. firing five rounds (three spare);
3. skiing;
4. firing five rounds (three spare);
5. skiing;
6. tagging / touching either the torso, arms, hands, legs, feet, head or the rifle of the outgoing member of the team in the relay handover zone; and
7. the last skier completing the above sequence with no tagging / touching. They end the race by crossing the finish line.

The race is over when the last competitor of the last team crosses the finish line.

A penalty of skiing one loop for every missed target is added to the competitor's final time.

PATROL

A patrol race consists of a simultaneous start of a firing bout on the range. It is a race of varying distances, based on age, gender, weather, and the geographical constraints of the course location. The team must ski together with a distance of no further than 30 m apart from the first to the last skier. This distance is measured when they enter the range and cross the finish line. It may also be measured while on a skiing bout. Members of the patrol must carry patrol equipment in a pack. The equipment will vary, but usually consists of four to six wool blankets. The blankets are carried in packs and the division of the blankets is left to the discretion of the team. A patrol race consists of sequential bouts of skiing and firing, which may include:

1. firing up to 20 rounds;
2. skiing;
3. firing up to 20 rounds;

4. skiing;
5. firing up to 20 rounds;
6. skiing;
7. firing unlimited rounds; and finishing when the last paddle on the target indicates a hit.

A penalty of skiing one loop for every missed target is added to the competitor's final time.

Special rules for a patrol race

- Each competitor must fire at least twice.
- Teams cannot leave the range until all targets are hit or all 20 rounds are expended.
- Crossfiring is authorized as per rule 1.9.2. from *Biathlon Canada Handbook*. When a member of a team has hit all five of their targets they may fire at their team member's target. This can only occur after crossfire is called and the competitor who will not be firing unloads their rifle and places it on the mat.
- Five minutes will be added to the team's final time if two competitors fire on the same target at the same time.
- Each team must stay together as a group as per rule 1.9.3. from *Biathlon Canada Handbook*.
- Only during a patrol race may the rifle be supported by the pack on the firing line.
- A patrol member must be wearing or carrying their pack when crossing the finish line or entering the range.
- A patrol member must finish with their pack.

End of Patrol

There is a time limit on the patrol race. At the 45-minute mark, the range is closed to incoming teams and penalties are added to the team's final time. For each ski bout not completed by the team, a 15 minute time will be added to their final time.

FINAL RESULTS FOR ALL TYPES OF RACES

Results are based on ski time(s) combined with any time credits or penalties assessed to produce a final time. First place is awarded to the team with the lowest time.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What two activities make up the sport of biathlon?
- Q2. What are the six types of biathlon races used in biathlon competitions in the CCM?
- Q3. In what race is crossfiring allowed?

ANTICIPATED ANSWERS:

- A1. A marksmanship and an cardiovascular activity.
- A2. Individual, sprint, mass, pursuit, relay, and patrol races.
- A3. Only in the patrol race IAW rule 1.9.3. from the *Biathlon Canada Handbook*.

Teaching Point 2**Describe competitive events in the CCM.**

Time: 15 min

Method: Interactive Lecture

LOCAL SQUADRON (STAGE 1)

At stage one the squadron Commanding Officer (CO) is the Officer of Primary Interest (OPI) and will recommend who will participate in the zone competition based on the squadron's biathlon program. If no biathlon program is in place at the corps, cadets may still compete at the CO's discretion. Biathlon teams consist of three competitors of the same gender, one of which must be a junior (have not reached the 15th birthday on or before 15 March of the training year).

ZONE (STAGE 2)

At stage two cadets will compete in a zone competition with corps in the same geographical area. Corps that cannot participate in a zone competition due to geographic limitations may conduct a local competition and mail in the results to the Zone / Regional Biathlon Coordinator who is the OPI for this stage. The regional biathlon coordinator is responsible for posting the names of the competitors who will advance to the provincial / territorial competition, based on the competitor's results, and the region's total allowable competitors.

PROVINCIAL / TERRITORIAL (STAGE 3)

At stage three the number of competitors in each category will depend on the number of zones in the region, and are decided by the Regional Biathlon Coordinator who is the OPI for this stage. These categories are female team, female composite team, male team, and male composite team. Composite teams are composed of top individual competitors in a zone, who are not necessarily from the same corps. Corps teams are selected based on the aggregate score of the fastest three competitors from the corps. Individual members of corps teams do not need to be declared until after the final race results are posted.

NATIONAL (STAGE 4)

Stage four in the selection process is based on the number of teams permitted to compete per region. The OPI for this stage is the National Biathlon Coordinator. Corps teams must contain the fastest junior and fastest senior competitor, plus the next fastest skier from the same corps based on their final time from the qualifying race.

Composite teams are selected based on final race times, from the remaining competitors who are not already selected for a corps team. Each composite team will consist of the next fastest senior competitor, next fastest junior competitor, and the next fastest competitor.



Discuss regional team allowances (located at Figure 1).

Teams	Atlantic				Eastern	Central	Prairie			Pacific	Northern
	NF	NS	NB	PEI	QC	ON	MB	SK	AB	BC	
Female Team	1	1	1	1	1	1	1	1	1	1	
Female Composite Team	1	1	1	1	2	2	1	1	1	1	1
Male Team	1	1	1	1	1	1	1	1	1	1	
Male Composite Team	1	1	1	1	2	2	1	1	1	1	1

Note. Created by D Cdts 4, 2006, Ottawa, ON: Department of National Defence.

Figure 1 Regional Disbursement of Teams

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What is the minimum number of junior competitors per team?
- Q2. How many levels of competitions are there in the CCM?
- Q3. How is the composite team selected?

ANTICIPATED ANSWERS:

- A1. There is a minimum of one junior competitor per team.
- A2. There are four levels of competition:
- squadron,
 - zone,
 - provincial / territorial, and
 - national.
- A3. Composite teams are selected based on final race times, from the remaining competitors who are not already selected for a squadron team. Each composite team will consist of the next fastest senior competitor, next fastest junior competitor, and the next fastest competitor.

END OF LESSON CONFIRMATION

The cadets' participation in the biathlon briefing will serve as the confirmation of this lesson.

CONCLUSION

HOMework / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Biathlon is a challenging and exciting individual and team sport that is challenging, exciting and promotes physical fitness, which is one of the aims of the cadet program.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



**SECTION 2
EO C111.02 – RUN WIND SPRINTS**

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Ensure a first aid station is set up during the practical activities.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 2 to introduce cadets to the methods of preparing for a biathlon activity and running techniques.

A practical activity was chosen for TPs 3–5 as it is an interactive way to introduce the cadets to running skills in a safe and controlled environment. This activity contributes to the development of running skills and knowledge in a fun and challenging setting.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to have run wind sprints.

IMPORTANCE

It is important for cadets to run wind sprints because it is a method of increasing endurance, which will be useful when participating in summer biathlon activities.

Teaching Point 1**Explain how to prepare for summer biathlon activities.**

Time: 5 min

Method: Interactive Lecture

CLOTHING

Clothing worn while running is important for keeping the body temperature regulated as well as providing freedom of movement. Layering clothing is important because it maintains body heat and ensures comfort while outdoors.



Show examples of the clothing used for the different layers as they are described.

The Base / Core Layer

The layer next to the skin is called the base layer. It may consist of a synthetic undershirt that is close fitting but not tight. It should be made of a material that will absorb perspiration and move it away from the skin, such as polyester.



Damp clothes draw heat from the body, even in conditions above freezing. This rapid heat loss can cause a dangerous drop in body temperature.

The Mid-Layer

The second layer, called the mid-layer, provides insulation and moves moisture away from the base layer. This layer should be snug, but not constricting. It may consist of a zip-up shirt with a high neck or a shirt with a collar. In hot weather, this layer may be used as an outside layer.

The Outer Layer

The final layer, called the outer layer, provides protection from the elements. It should allow air to circulate and excess moisture to escape. It may consist of a wind shell or a waterproof rain jacket.

It is easier to stay warm rather than trying to warm up after getting cold. Additional insulating layers may be required to keep warm when sitting still in cold temperatures. Most of the heat from a person's body is lost through the head and face. It is always best to wear something on the head regardless of the weather conditions. In the summer, a hat protects the head from the sun and provides shade, while in the winter, a hat helps stop the heat from escaping.

FOOTWEAR

Running shoes should fit comfortably when laced up. Always wear clean, dry socks when wearing running shoes.

HYDRATION

The body is made up of over 60 percent water therefore hydration is crucial, particularly when participating in physical activity. The body continuously loses water through breathing, sweating, and urinating. It is recommended that water be drunk approximately two hours before exercise, often during exercise, and after exercise. Sports drinks are an alternative to water for those who run more than 4 km at one time, or who participate in more than an hour of moderate physical activity.

NUTRITION

It is important to follow the guidelines for healthy eating outlined in *Canada's Food Guide*, particularly for those who are physically active. Meals should be eaten at least 30 minutes prior to physical activity to allow time for the food to digest.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. Why is it important to layer your clothing?
- Q2. What percentage of the body is made up of water?
- Q3. Where can the guidelines for healthy eating be found?

ANTICIPATED ANSWERS:

- A1. It is important to layer clothing to maintain body heat and ensure comfort while outdoors.
- A2. Over 60 percent of the body is made up of water.
- A3. They can be found in *Canada's Food Guide*.

Teaching Point 2

Describe running techniques.

Time: 5 min

Method: Interactive Lecture

PACING

Pacing is the speed that should be run in order to cover the distance. It is essential to every runner and is important for maintaining energy and endurance. Individuals should pace themselves based on the signs felt from the body and the environmental conditions. An individual who cannot speak as they are running is considered to be running too fast or too long. This will prevent an individual from being able to run as long as runners who pace themselves accordingly.

In the beginning, the pace should be the anticipated average speed for the run. The pace may be increased at the halfway point, if this pace can be maintained for the remainder of the run. Towards the end of the run, energy should be gauged to determine if speed could be increased for the final portion of the run.



A good method for determining a comfortable pace is to use the "talk test". A runner should be able to talk comfortably while running, if not, the pace should be adjusted.

POSTURE / BODY ALIGNMENT

Having proper posture / body alignment can make running easier on the body and can increase an individual's performance. Basic techniques for posture / body alignment include keeping the hands at waist level to prevent tension in the arms and shoulders; remaining straight and erect, with head up, back straight, and shoulders level, to prevent shin splints and lower-back pain; and landing softly on the feet to avoid bouncing and to prevent wasting energy and to prevent injuries to the feet and legs.

WIND SPRINTS

Wind sprints are short bursts of high intensity movement conducted during regular aerobic activity, meant to make a person momentarily winded. For optimal benefits, physical activity must be continued after the wind

sprint is completed. Wind sprints can be conducted during any type of aerobic activity (eg, running, cycling, or swimming). Regular training with wind sprints may increase overall athletic performance.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. Why is pacing important for running?
- Q2. What is a good method of determining a comfortable pace for running?
- Q3. Describe one technique for posture / body alignment while running.

ANTICIPATED ANSWERS:

- A1. Pacing is important for runners to maintain energy and endurance.
- A2. The talk test is a good method of determining a comfortable pace for running.
- A3. Basic techniques for posture / body alignment include:
- keeping the hands at waist level, to prevent tension in the arms and shoulders;
 - remaining straight and erect, with head up, back straight, and shoulders level, to prevent shin splints and lower-back pain; and
 - landing softly on the feet to avoid bouncing and to prevent wasting energy and to prevent injuries to the feet and legs.

Teaching Point 3

Conduct a warm-up activity consisting of light cardiovascular exercises.

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the warm-up activity.

PURPOSE OF A WARM-UP

A warm-up is composed of stretches and light cardiovascular exercises designed to:

- stretch the muscles;
- gradually increase respiratory action and heart rate;
- expand the muscles' capillaries to accommodate the increase in blood circulation which occurs during physical activity; and
- raise the muscle temperature to facilitate reactions in muscle tissue.

GUIDELINES FOR STRETCHING

The following guidelines should be followed while stretching to prepare for physical activity and to help prevent injury:

- Stretch all major muscle groups, including the back, chest, legs, and shoulders.
- Never bounce while stretching.
- Hold each stretch for 10–30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support the limb at the joint.
- Static stretching, which is stretching a muscle and holding it in position without discomfort for 10–30 seconds, is considered the safest method.
- Stretching helps to relax the muscles and improve flexibility, which is the range of motion in the joints.
- As a guide, allow 10 minutes to warm up for every hour of physical activity.



The stretches chosen should focus on the areas of the body that will be used the most during the sports activity.

ACTIVITY

OBJECTIVE

The objective of this warm-up activity is to stretch the muscles and perform light cardiovascular exercises to prepare the body for physical activity and to help prevent injuries.

RESOURCES

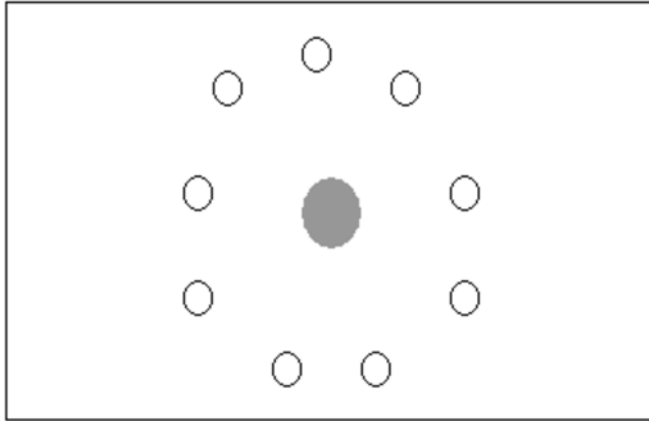
Nil.

ACTIVITY LAYOUT

Nil.

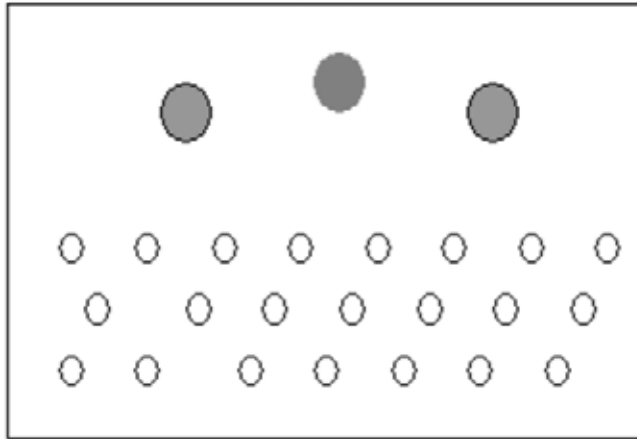
ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 1 and 2).



Note. Created by D Cdts 3, 2006, Ottawa, ON: Department of National Defence.

Figure 1 Instructor in the Centre of a Warm-Up Circle



Note. Created by D Cdts 3, 2006, Ottawa, ON: Department of National Defence.

Figure 2 Instructor at the Front with Two Assistant Instructors

- Demonstrate before having the cadets attempt each stretch / light cardiovascular exercise.
- Assistant instructors can help demonstrate the exercises and ensure the cadets are performing them correctly.
- Have cadets perform each stretch / light cardiovascular exercise.



Light cardiovascular activities should be done to warm up the muscles prior to stretching to avoid injury to or tearing of the muscles. For example, running on the spot for 30 seconds or performing jumping jacks should be performed prior to conducting the stretching activities located at Attachment A.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in this TP.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the warm-up will serve as the confirmation of this TP.

Teaching Point 4**Supervise while the cadets run wind sprints.**

Time: 5 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets practice running short wind sprints.

RESOURCES

- Area with level terrain that is large enough to conduct a run, and
- A whistle.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

- Have the cadets run at a comfortable pace.
- During the run, have the cadets complete a minimum of two wind sprints. To do a wind sprint:
 - give the cadets a warning before they start the wind sprint;
 - sound the start;
 - have the cadets run as fast as they can for approximately 30 seconds;
 - sound the finish of the sprint; and
 - instruct the cadets to return to their normal pace.

SAFETY

- Ensure a designated first aider and first aid kit are available.
 - Ensure water is available for the cadets after they complete the run.
-

CONFIRMATION OF TEACHING POINT 4

The cadets' participation in running wind sprints will serve as the confirmation of this TP.

Teaching Point 5

Conduct a cool-down session composed of light cardiovascular exercises.

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the cool-down activity.

PURPOSE OF A COOL-DOWN

A cool-down is composed of stretches and light cardiovascular exercises designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.



The stretches chosen should focus on the areas of the body that were used the most during the sports activity.

ACTIVITY

OBJECTIVE

The objective of the cool-down is to stretch the muscles and perform light cardiovascular exercises that allow the body time to recover from physical activity, and to prevent injury.

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 1 and 2 of TP 3).
- Demonstrate before having the cadets attempt each stretch / light cardiovascular exercise.
- Assistant instructors can help demonstrate the movements and ensure the cadets are performing them correctly.
- Have cadets perform each stretch / light cardiovascular exercise.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in TP 3.

CONFIRMATION OF TEACHING POINT 5

The cadets' participation in the cool-down will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in running wind sprints will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Wind sprints are a fun and challenging activity that may increase the overall athletic performance of an individual, which will be valuable when participating in summer biathlon activities.

INSTRUCTOR NOTES / REMARKS

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

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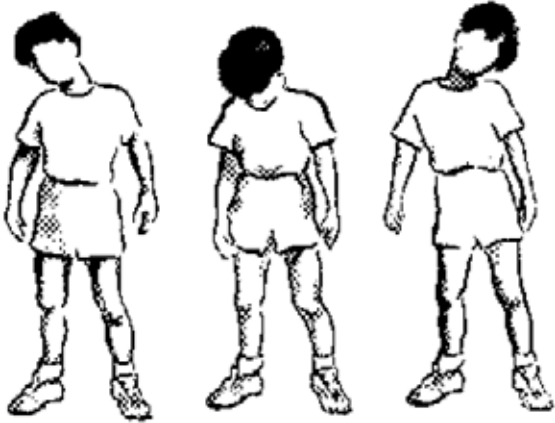
C0-100 ISBN 0-662-44467-1 Health Canada. (2007). *Canada's food guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada.

C0-147 The HealthCentral Network. (2007). *MyDietExercise.com: Winds sprint your way to fitness*. Retrieved April 17, 2007, from <http://www.healthcentral.com/diet-exercise/fitness-survival-guides-81076-137.html>





C0-154 Hansen, B. (1999). *Moving on the spot: Fun and physical activity: A collection of 5 minute stretch and movement sessions*. Retrieved October 26, 2006, from <http://lin.ca/resource/html/dn3.htm#1>

SAMPLE STRETCHES

a. Neck:

 <p><i>Note. From Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#1</i></p> <p>Figure A-1 Neck Stretch</p>	<p>Slowly roll your head across your chest from shoulder to shoulder. Do not roll your head backwards.</p>
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b. Shoulders:

 <p><i>Note. From Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#1</i></p> <p>Figure A-2 Shoulder Push</p>	<p>Stand and extend your arms behind you, interlocking your fingers. Push up and back with your shoulders.</p> <p>Hold this position for a minimum of 10 seconds.</p>
 <p><i>Note. From Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#1</i></p> <p>Figure A-3 Shoulder Shrug</p>	<p>Stand and raise your shoulders as high as possible and then lower your shoulders, stretching your neck up.</p> <p>Pull your shoulders back as far as possible and then round your shoulders forward by pushing your shoulders forward as far as possible.</p> <p>Hold each position for a minimum of 10 seconds.</p>
 <p><i>Note. From Warm Ups, by Martha Jefferson Hospital, Copyright 2001 by Martha Jefferson Hospital. Retrieved October 26, 2006, from http://www.marthajefferson.org/warmup.php</i></p> <p>Figure A-4 Arm Circles</p>	<p>Hold your arms straight out, palms up. Make small circles with your arms, gradually increasing the size.</p> <p>Reverse the direction of your circles.</p>
 <p><i>Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/</i></p> <p>Figure A-5 Shoulder Stretch</p>	<p>Either standing or sitting, take your right arm in your left hand and bring it across your chest, supporting the joint by holding it behind the elbow. Pull lightly on the elbow towards your chest. You should feel the stretch in your right shoulder.</p> <p>Hold this position for a minimum of 10 seconds and repeat on the opposite side.</p>

c. Arms:



Note. From Exercises. Copyright 1998 by Impacto Protective Products Inc. Retrieved October 26, 2006, from <http://www.2protect.com/home.htm>

Figure A-6 Wrist Rotations

Rotate your hands in circular motions at the wrist.
Change direction and repeat on both sides.



Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure A-7 Triceps Stretch

Stand and bring your right arm over your head, bent at the elbow. Use your left hand to gently pull your arm down.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Note. From Exercise Programme for Squash, Tennis, Softball, Handball. Retrieved October 26, 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>

Figure A-8 Forearm Stretch

In a kneeling position, place your hands on the floor in front of you turned so that your fingers are pointing toward your knees, and your thumbs are pointing out. Keeping your hands flat on the floor, lean back.

Hold this position for a minimum of 10 seconds.

d. Chest and Abdominals:



Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure A-9 Chest Stretch

Stand facing a wall. With your right arm bent and your elbow at shoulder height, place your palm against the wall. Turn your body away from your right arm. You should feel the stretch on the front side of your armpit and across the front of your chest.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Note. From Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from <http://www.lin.ca/resource/html/dn3.htm#1>

Figure A-10 Side Stretch

Stand with your left arm up over your head. Bend at your waist towards the right side of your body.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

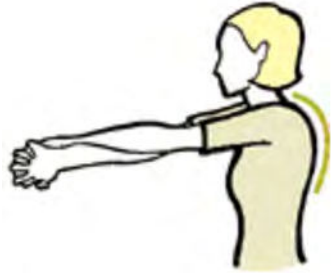
e. Back:



Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure A-11 Lower Back Stretch

Lie on your back and bring your knees toward your chest. Grasp the back of your knees.
Hold this position for a minimum of 10 seconds.



Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure A-12 Upper Back Stretch

Extend your arms straight in front of you at shoulder height crossing one arm over the other. With the palms facing each other, intertwine your fingers and press out through your arms. Let your chin fall to your chest as you exhale. You should feel the stretch in the upper back.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

f. Legs:



Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure A-13 Hamstring Stretch

Lie flat on the floor with your knees bent and your back flat on the floor. Slowly raise and straighten one leg, grasping it behind your thigh with both hands.

Hold this position for a minimum of 10 seconds.



Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure A-14 Inner Thigh Stretch

Sit on the floor with your knees bent and the soles of your feet together. Grab your toes and pull yourself forward while keeping your back and neck straight.

Hold this position for a minimum of 10 seconds.

Grab your ankles and push your knees down toward the floor with your elbows.

Hold this position for a minimum of 10 seconds.






Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure A-15 Hip Flexor

Kneel on your right knee. Position your left foot in front of you, bending your knee and placing your left hand on that leg for stability. Keep your back straight and abdominal muscles tight. Lean forward, shifting more body weight onto your front leg. You should feel the stretch in the front of your hip and the thigh of the leg you are kneeling on. Cushion your kneecap with a folded towel if necessary.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

f. Legs Continued:

 <p><i>Note. From Running Exercises. Retrieved October 26, 2006, http://www.physionline.co.za/conditions/article.asp?id=46</i></p> <p>Figure A-16 Ankle Rotations</p>	<p>From a sitting position, rotate your foot in a clockwise, and then a counter-clockwise, direction.</p> <p>Switch and repeat on the opposite side.</p>
 <p><i>Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/</i></p> <p>Figure A-17 Calf Stretch</p>	<p>Stand three steps away from and facing a wall.</p> <p>Step in towards the wall with your right leg, bending your right knee and keeping your left leg straight. Extending your arms with your palms forward, reach out to the wall and let your body fall toward the wall. Keep your toes forward and your heels down. Lean your body into the wall with your left leg straight behind your body. You should feel the stretch in your left calf.</p> <p>Hold this position for a minimum of 10 seconds and repeat on the opposite side.</p>
 <p><i>Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/</i></p> <p>Figure A-18 Quadriceps Stretch</p>	<p>Stand with your hand against a wall for balance.</p> <p>Lift your left foot off the ground, bending your knee as if you are trying to kick your bottom with your heel. Do not lean forward at the hips. Grab and hold your ankle with your left hand. You should feel the stretch in your left thigh.</p> <p>Hold this position for a minimum of 10 seconds and repeat on the opposite side.</p>

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**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 3

EO C111.03 – SIMULATE FIRING THE CADET AIR RIFLE FOLLOWING PHYSICAL ACTIVITY

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy EO C111.02 Attachment A for TPs 3 and 5.

Construct a range IAW Chapter 1, Section 8 of A-CR-CCP-177/PPT-001 *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1–2 to introduce techniques to decrease heart rate prior to firing the cadet air rifle at the Biathlon Air Rifle Target (BART).

A practical activity was chosen for TPs 3–5 as it is an interactive way to allow the cadets to experience firing the cadet air rifle following physical activity in a safe and controlled environment.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to fire the cadet air rifle following physical activity.

IMPORTANCE

It is important for cadets to fire the cadet air rifle following physical activity because these techniques will be useful when participating in summer biathlon activities.

Teaching Point 1**Identify techniques to decrease heart rate prior to firing the cadet air rifle.**

Time: 5 min

Method: Interactive Lecture

TECHNIQUES TO DECREASE HEART RATE**Cardiovascular Fitness**

One of the best methods to maintain a lower heart rate is to be physically fit. Being physically fit will also allow the heart to return to the resting heart rate quicker than someone who is not physically fit. The faster the heart rate decreases, the faster, and potentially more accurately firing may commence. A slower heart rate will also reduce the risk of movement and improve motor skills while firing.

VISUALIZATION

Visualization is seeing what you want to achieve. It is a practiced skill. Believing in oneself is directly linked to performance / outcome. To visualize, find a quiet place, close your eyes, and create a mental image of what you want to achieve. As with anything, the more one practices, the clearer the images will become. Visualizations should be positive and realistic. The purpose of visualizations for summer biathlon at this level is to visualize the heart rate slowing down and returning to the resting heart rate.

ACTIVITYTime: 2 min

OBJECTIVE

The objective of this activity is to visualize better performance.

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadets spread out around the room.
2. Instruct the cadets to hold their right arm out, turn as far to the right as they can without moving their feet, and point at a spot on the wall.
3. Instruct the cadets to return to their original standing position.
4. Have the cadets close their eyes and visualize themselves pointing at a spot on the wall that is farther than their original spot.
5. While keeping their eyes closed, have the cadets point to that spot on the wall using the same method outlined in step two.
6. Have the cadets open their eyes and see how far they have pointed.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2**Describe the Biathlon Air Rifle Target (BART).**

Time: 5 min

Method: Interactive Lecture

TARGETS

The BART has the following characteristics:

- five 35 mm diameter drop plate targets,
- pop-up paddles for visual confirmation, and
- a manual reset with a 10 m pull cord.

This target has five black circular targets on white backgrounds. When a target is hit, a white paddle pops up, covering the circle. Once a round of firing is complete and the lane scorer has recorded the score, the cord is pulled and the target is reset.



Note. From "Biathlon Style Airgun Target", by Devin Mfg., Inc., 2005, Devin Manufacturing Incorporated, Copyright 2005 by Devin Mfg., Inc. Retrieved February 15, 2007 from <http://www.devinmfg.com/targets1.html>

Figure 1 BART

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What does BART stand for?
- Q2. What is one of the characteristics of the BART?
- Q3. How many targets are on the BART?

ANTICIPATED ANSWERS:

A1. Biathlon Air Rifle Target.

A2. The Biathlon Air Rifle Target (BART) has the following characteristics:

- five 35 mm diameter drop plate targets,
- pop-up paddles for visual confirmation, and
- a manual reset with a 10 m pull cord.

A3. There are five targets on the BART.

Teaching Point 3

Conduct a warm-up session composed of light cardiovascular exercises.

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the warm-up activity.

PURPOSE OF A WARM-UP

A warm-up is composed of stretches and light cardiovascular exercises designed to:

- stretch the muscles;
- gradually increase respiratory action and heart rate;
- expand the muscles' capillaries to accommodate the increase in blood circulation which occurs during physical activity; and
- raise the muscle temperature to facilitate reactions in muscle tissue.

GUIDELINES FOR STRETCHING

The following guidelines should be followed while stretching to prepare for physical activity and to help prevent injury:

- Stretch all major muscle groups, including the back, chest, legs, and shoulders.
- Never bounce while stretching.
- Hold each stretch for 10–30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support the limb at the joint.
- Static stretching, which is stretching a muscle and holding it in position without discomfort for 10–30 seconds, is considered the safest method.
- Stretching helps to relax the muscles and improve flexibility, which is the range of motion in the joints.
- As a guide, allow 10 minutes to warm up for every hour of physical activity.



The stretches chosen should focus on the areas of the body that will be used the most during the activity.

ACTIVITY

OBJECTIVE

The objective of this warm-up activity is to stretch the muscles and perform light cardiovascular exercises to prepare the body for physical activity and to help prevent injuries.

RESOURCES

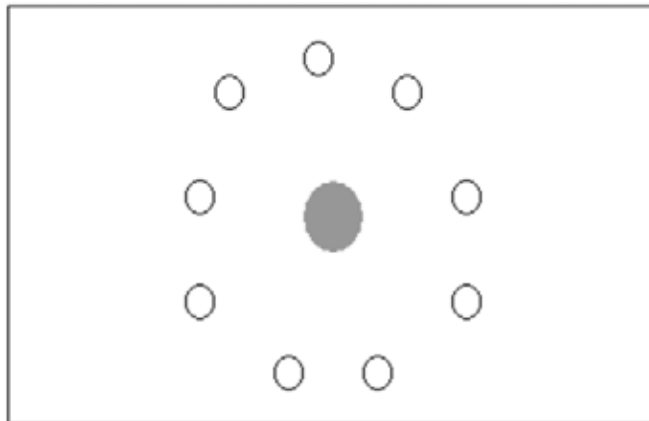
Nil.

ACTIVITY LAYOUT

Nil.

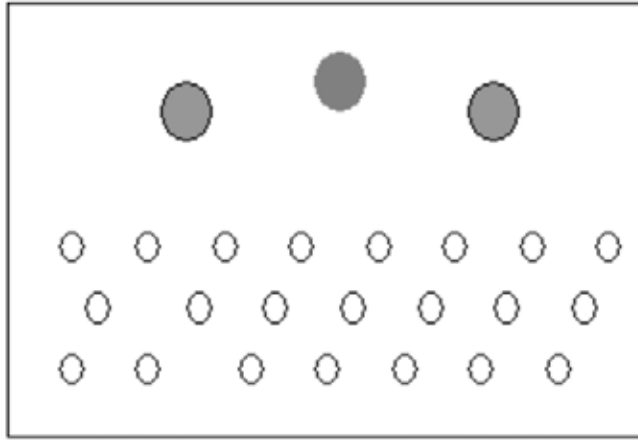
ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 2 and 3).



Note. Created by D Cdts 3, 2006, Ottawa, ON: Department of National Defence.

Figure 2 Instructor in the Centre of a Warm-Up Circle



Note. Created by D Cdt's 3, 2006, Ottawa, ON: Department of National Defence.

Figure 3 Instructor at the Front with Two Assistant Instructors

- Demonstrate before having the cadets attempt each stretch / light cardiovascular exercise.
- Assistant instructors can help demonstrate the exercises and ensure the cadets are performing them correctly.
- Have cadets perform each stretch / light cardiovascular exercise.



Light cardiovascular activities should be done to warm up the muscles prior to stretching to avoid injury to or tearing of the muscles. For example, running on the spot for 30 seconds or performing jumping jacks should be performed prior to conducting the stretching activities located at EO C111.02 Attachment A.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in this TP.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the warm-up will serve as the confirmation of this TP.

Teaching Point 4

Conduct an activity where cadets will fire the cadet air rifle following physical activity.

Time: 5 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to fire the cadet air rifle following physical activity.

RESOURCES

- Cadet air rifles (one per firing lane),
- Marksmanship mats (two per firing lane),
- BART and target frame (one per firing lane), and
- Safety glasses / goggles.



If resources are available the number of firing lanes may be increased.

ACTIVITY LAYOUT

Construct a range IAW A-CR-CCP-177/PT-001 *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

ACTIVITY INSTRUCTIONS

1. The cadets' heart rate should be elevated from participating in the warm-up activity in TP 3.
2. Have the cadets approach the firing point and prepare to fire using the techniques outlined in TP 1.
3. Have the cadets adopt the prone position and simulate firing at the BART.
4. Repeat steps one to three for each relay until all cadets have participated.

SAFETY

Range activities will be conducted IAW A-CR-CCP-177/PT-001 *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

CONFIRMATION OF TEACHING POINT 4

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

Teaching Point 5

Conduct a cool-down session composed of light cardiovascular exercises.

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the cool-down activity.

PURPOSE OF A COOL-DOWN

A cool-down is composed of stretches and light cardiovascular exercises designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.



The stretches chosen should focus on the areas of the body that were used the most during the activity.

ACTIVITY

OBJECTIVE

The objective of the cool-down is to stretch the muscles and perform light cardiovascular exercises that allow the body time to recover from physical activity, and to prevent injury.

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 2 and 3 of TP 3).
- Demonstrate before having the cadets attempt each stretch / light cardiovascular exercise.
- Assistant instructors can help demonstrate the movements and ensure the cadets are performing them correctly.
- Have cadets perform each stretch / light cardiovascular exercise.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in TP 3.

CONFIRMATION OF TEACHING POINT 5

The cadets' participation in the cool-down will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the activity in TP 4 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Being able to use techniques, such as visualization, to slow down the heart rate will be useful when participating in summer biathlon activities.

INSTRUCTOR NOTES / REMARKS

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

REFERENCES

A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Cadet marksmanship program: Reference manual*. Ottawa, ON: Department of National Defence.

C0-002 ISBN 0-88962-630-8 LeBlanc, J. & Dickson, L. (1997). *Straight talk about children and sport: Advice for parents, coaches, and teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.

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C0-061 City of Saskatoon, Community Services Department. (2006). *Stretch your limits: A smart guide to stretching for fitness*. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 4

EO C111.04 – PARTICIPATE IN A RECREATIONAL SUMMER BIATHLON ACTIVITY

Total Time:

180 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Ensure that all members involved in conducting this activity are well versed in the competition guidelines located at Attachment A.

Photocopy EO C111.02 Attachment A for TPs 3 and 5.

Photocopy Attachment B as required.

Ensure a first aid station is set up.

Set up a running route of 250–500 m on level terrain and a range IAW A-CR-CCP-177/PT-001 *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have participated in a recreational summer biathlon activity.

IMPORTANCE

It is important for cadets to participate in a recreational summer biathlon activity because it requires personal discipline, develops marksmanship skills, and promotes physical fitness.

Teaching Point 1**Conduct the activity briefing.**

Time: 30 min

Method: Interactive Lecture



Based on the facilities, the cadet should be made aware of the start area, the course, the firing range, and the finish area.

COURSE LAYOUT

Each cadet will:

- run a loop of 250–500 m;
- fire five to eight pellets in an effort to activate all five targets on the (BART);
- run a loop of 250–500 m;
- fire five to eight pellets in an effort to activate all five targets on the BART;
- run a loop of 250–500 m; and
- finish the race.



The 250–500 m course should be clearly marked prior to the start of this lesson.

RULES AND REGULATIONS

Rules and regulations for the recreational summer biathlon activity include the following:

- Cadets must use the same firing lane for the duration of the activity.
- The run must be completed in the proper sequence and on the marked route.
- Rifles must be placed at the firing point by the range staff and will remain there for the duration of the activity.
- All firing will be done in the prone position.
- The rifle must be made safe upon completion of firing.
- An inoperable rifle will be replaced by the range staff, the target will be reset, and the cadet will fire five to eight shots with the new rifle.
- Safety infractions will result in time penalties.
- Missed targets will result in time penalties.

SCORING

The scoring of this biathlon activity will be based on time and penalties.

PENALTIES

Penalties will be added to the individual's time, to include:

- Each violation of the principles of fair play or good sportsmanship will result in a one-minute penalty, to include:
 - not giving way in an area of congestion;
 - pushing or shoving;
 - using profanity; and
 - interfering with other competitors.
- Each missed target will result in a one-minute penalty.
- Each safety infraction on the firing point will result in a one-minute penalty to include:
 - not keeping control of the cadet air rifle;
 - moving forward of the firing point; and
 - intentionally firing rounds at objects other than the BART.

OUT OF BOUNDS AREAS

Make cadets aware of all out of bounds areas and safety considerations depending on the training area.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What are two rules / regulations for this biathlon activity?
- Q2. How will the recreational summer biathlon activity be scored?
- Q3. What is one very minor violation of the principles of fair play / good sportsmanship?

ANTICIPATED ANSWERS

- A1. Rules and regulations for the recreational summer biathlon activity include the following:
- Cadets must use the same firing lane for the duration of the activity.
 - The run must be completed in the proper sequence and on the marked route.
 - Rifles must be placed at the firing point by the range staff and will remain there for the duration of the activity.
 - All firing will be done in the prone position.
 - The cadet air rifle sling is the only firing aid that may be used.
 - The rifle must be made safe upon completion of firing.
 - An inoperable rifle will be replaced by the range staff, the target will be reset, and the cadet will fire five to eight shots with the new rifle.
 - Safety infractions will result in time penalties.
 - Missed targets will result in time penalties.
- A2. The activity will be scored based on time and penalties.

A3. A very minor violation of the principles of fair play / good sportsmanship include:

- not giving way in an area of congestion;
- pushing or shoving;
- using profanity; and
- interfering with other competitors.

Teaching Point 2

Conduct a warm-up session composed of light cardiovascular exercises.

Time: 10 min

Method: Practical Activity



The following information will be explained to the cadets during the warm-up activity.

PURPOSE OF A WARM-UP

A warm-up is composed of stretches and light cardiovascular exercises designed to:

- stretch the muscles;
- gradually increase respiratory action and heart rate;
- expand the muscles' capillaries to accommodate the increase in blood circulation which occurs during physical activity; and
- raise the muscle temperature to facilitate reactions in muscle tissue.

GUIDELINES FOR STRETCHING

The following guidelines should be followed while stretching to prepare for physical activity and to help prevent injury:

- Stretch all major muscle groups, including the back, chest, legs, and shoulders.
- Never bounce while stretching.
- Hold each stretch for 10–30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support the limb at the joint.
- Static stretching, which is stretching a muscle and holding it in position without discomfort for 10–30 seconds, is considered the safest method.
- Stretching helps to relax the muscles and improve flexibility, which is the range of motion in the joints.
- As a guide, allow 10 minutes to warm up for every hour of physical activity.



The stretches chosen should focus on the areas of the body that will be used the most during the activity.

ACTIVITY

OBJECTIVE

The objective of this warm-up activity is to stretch the muscles and perform light cardiovascular exercises to prepare the body for physical activity and to help prevent injuries.

RESOURCES

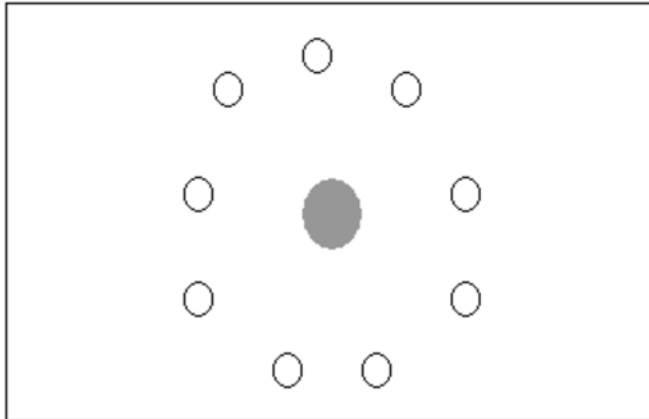
Nil.

ACTIVITY LAYOUT

Nil.

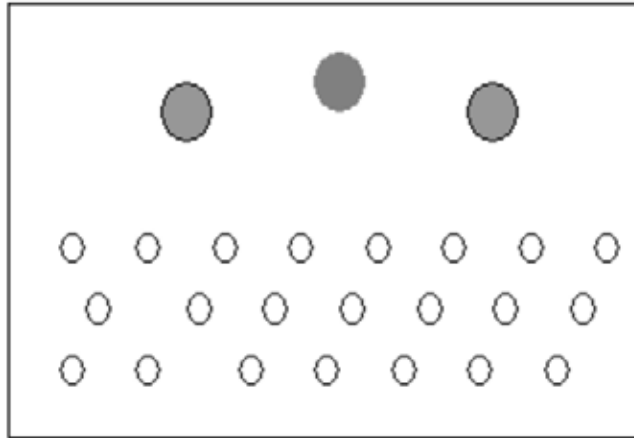
ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 1 and 2).



Note. Created by D Cdts 3, 2006, Ottawa, ON: Department of National Defence.

Figure 1 Instructor in the Centre of a Warm-Up Circle



Note. Created by D Cdts 3, 2006, Ottawa, ON: Department of National Defence.

Figure 2 Instructor at the Front with Two Assistant Instructors

- Demonstrate before having the cadets attempt each stretch / light cardiovascular exercise.
- Assistant instructors can help demonstrate the exercises and ensure the cadets are performing them correctly.
- Have cadets perform each stretch / light cardiovascular exercise.



Light cardiovascular activities should be done to warm up the muscles prior to stretching to avoid injury to or tearing of the muscles. For example, running on the spot for 30 seconds or performing jumping jacks should be performed prior to conducting the stretching activities located at EO C111.03 Attachment A.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in this TP.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Conduct a recreational summer biathlon activity.

Time: 100 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for cadets to participate in a recreational summer biathlon activity.

RESOURCES

Based on 20 cadets per group, the following resources are required per event:

- Cadet air rifles (5),
- Marksmanship mats (10),
- .177 air rifle pellets (a minimum of 700 pellets),
- Stop watches (5),
- BART and target frame (5),
- Safety glasses / goggles (8),
- Pens / pencils,
- Notice board,
- Biathlon score sheets located at Attachment B,
- Course control sheets located at Attachment B, and
- Range recording sheets located at Attachment B.

ACTIVITY LAYOUT

- Set up a running route of approximately 250–500 m on level terrain.
- Set up an air rifle range IAW Attachment A.
- Set up targets and target frames.
- Place two mats per firing lane.
- Place a cadet air rifle at each firing point.
- Place a pair of safety glasses / goggles at each firing point.

ACTIVITY INSTRUCTIONS

Activity instructions are located at Attachment A.

SAFETY

- Ensure all range safety procedures are followed.
- Ensure cadets drink plenty of water and apply sunscreen.
- Ensure the running route is clearly marked and crossing points are monitored anywhere a road may be crossed.
- Ensure a first aider is identified at the start of the activity and is available at all times.
- Ensure water is available for the cadets during and after the activity.

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4**Conduct a cool-down session composed of light cardiovascular exercises.**

Time: 10 min

Method: Practical Activity



The following information will be explained to the cadets during the cool-down activity.

PURPOSE OF A COOL-DOWN

A cool-down is composed of stretches and light cardiovascular exercises designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.



The stretches chosen should focus on the areas of the body that were used the most during the activity.

ACTIVITY**OBJECTIVE**

The objective of the cool-down is to stretch the muscles and perform light cardiovascular exercises that allow the body time to recover from physical activity, and to prevent injury.

RESOURCES

Area large enough for all cadets to conduct a cool-down activity.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a cool-down circle or in rows (as illustrated in Fig. 1 and 2 of TP 2).
- Demonstrate before having the cadets attempt each stretch / light cardiovascular exercise.
- Assistant instructors can help demonstrate the movements and ensure the cadets are performing them correctly.
- Have cadets perform each stretch / light cardiovascular exercise.



Sample stretches are located at EO C111.02 (Run Wind Sprints) Attachment A.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner following the guidelines for stretching listed in TP 2.

CONFIRMATION OF TEACHING POINT 4

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

Teaching Point 5

Conduct a debriefing.

Time: 10 min

Method: Group Discussion



The point of the group discussion is to allow the cadets to share what they have learned from their experience.



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. What did you enjoy the most about the activity?
- Q2. What challenges did you encounter while participating in the activity?
- Q3. What have you learned about yourself by participating in the activity? About your marksmanship skills? About your physical fitness ability?

CONFIRMATION OF TEACHING POINT 5

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

END OF LESSON CONFIRMATION

The cadets' participation in a recreational summer biathlon activity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Recreational summer biathlon is an activity that requires personal discipline, develops marksmanship skills, and promotes physical fitness. Competitive biathlon opportunities are available at the local, regional, and national level.

INSTRUCTOR NOTES / REMARKS

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

EO C111.01 (Participate in a Biathlon Briefing), EO C111.02 (Run Wind Sprints), EO C111.03 (Simulate Firing the Cadet Air Rifle Following Physical Activity) shall be taught prior to instructing this lesson.

The start and finish should be located in the same area, close to the firing point

REFERENCES

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GUIDELINES TO CONDUCT A RECREATIONAL SUMMER BIATHLON ACTIVITY

OBJECTIVES

The objectives of the recreational summer biathlon activity are:

- to practice and improve marksmanship skills;
- to improve the level of physical fitness; and
- to introduce cadets to the sport of summer biathlon.

COMPOSITION

Each Proficiency Level One cadet will enter as an individual.

FACILITIES

The facilities required to conduct a recreational summer biathlon activity are:

- a route, on level terrain, of approximately 250–500 m with the start and finish lines located close to the range. The route should be wide enough to accommodate a maximum of 10 cadets running at one time. When roads are to be crossed, they must be clearly marked and a central crossing point established with traffic control provided, and
- an air rifle range constructed IAW Part 1, Section 8 of A-CR-CCP-177/PT-001, with a minimum of one firing lane per cadet per group.

STAFFING

Numerous staff are required to conduct a recreational summer biathlon activity. These appointments may be filled by squadron staff, and shall include:

- **Technical Delegate (TD).** Responsible for the overall conduct of the competition, including issuing penalties, and interpreting the rules.
- **Range Safety Officer (RSO).** Responsible for the overall conduct of the activities on the range.
- **Assistant RSO.** Responsible for targets, issuing ammunition, and assisting the RSO, as required.
- **Lane Scorekeeper.** Responsible for scoring targets and recording results on the range recording sheet (located at Attachment B).
- **Chief of Statistics.** Responsible for compiling all the event data (eg, range results, start / finish time, and any penalties assessed).
- **Runner.** Responsible for collecting the scoring sheets and delivering them to the chief of statistics.
- **Start and Finish Line Chief.** Responsible for starting the run and recording the finish times on the score sheet (located at Attachment B).
- **Course Control.** Responsible for recording each time the cadet runs a loop on the course control sheet (located at Attachment B).
- **First Aider.** Responsible for dealing with any injuries that may occur during the competition.

FORMAT

Team Captain's Meeting

All cadets will attend the team captain's meeting. This meeting includes all the essential information required by the cadets to participate in the recreational summer biathlon activity. The cadets are given:

- start times,
- range lane assignments,
- weather updates, and
- introductions of the competition staff.

The Running Loop

Each cadet will run three separate loops of 250–500 m. Each running loop will consist of:

- assembling for an individual start (cadets will begin at 10-second intervals for the first loop); and
- crossing the finish line.

The Range

Each cadet will fire five to eight pellets in an effort to activate all five targets on the BART. After each bout of firing, the appropriate lane scorer will record the cadet's results and reset the BART.

SEQUENCE

This recreational summer biathlon activity will be conducted in the following sequence:

1. running a loop of 250–500 m;
2. firing five to eight pellets at the BART;
3. running a loop of 250–500 m;
4. firing five to eight pellets at the BART;
5. running a third loop of 250–500 m; and
6. crossing the finish line.

EQUIPMENT

Based on 20 cadets per group, the equipment required to conduct the recreational summer biathlon activity shall include, but is not limited to the following:

- Cadet air rifles (5),
- Marksmanship mats (10),
- .177 air rifle pellets (a minimum of 700 pellets),
- Stop watches (5),
- BART and target frame (5),
- Safety glasses / goggles (8),
- Pens / pencils,
- Notice board,

- Biathlon score sheets located at Attachment B,
- Course control sheets located at Attachment B, and
- Range recording sheets located at Attachment B.

DRESS

Appropriate clothing according to the weather forecast.

RULES AND REGULATIONS

- Cadets must use the same firing lane for the duration of the activity.
- The run must be completed in the proper sequence and on the marked route.
- Rifles must be placed on the firing point by the range staff and will remain there for the duration of the activity.
- All firing will be done in the prone position.
- The rifle must be made safe upon completion of firing.
- An inoperable rifle will be replaced by the range staff, the target will be reset, and the cadet will fire five to eight shots with the new rifle.
- Safety infractions will result in time penalties.
- Missed targets will result in time penalties.

SCORING

Scoring will be completed as follows:

- **Time.** The cadet's final time is the time from the start to finish, plus any issued penalties.
- **Firing.** For each bout of firing, the number of missed targets will be recorded on the range recording sheet by the lane scorekeeper (located at Attachment B). For each missed target, a one-minute penalty will be added to the cadet's total time.

PENALTIES

Penalties will be added to the individual's time, to include:

- Each violation of the principles of fair play or good sportsmanship will result in a one-minute penalty, to include:
 - not giving way in an area of congestion;
 - pushing or shoving;
 - using profanity; and
 - interfering with other competitors.
- Each missed target will result in a one-minute penalty.
- A one-minute penalty will be issued for each safety infraction, to include:
 - not keeping control of the cadet air rifle;
 - moving forward of the firing point; and
 - intentionally firing rounds at objects other than the BART.

OUT OF BOUNDS AREA

Out of bounds areas are clearly identified prior to the start of the recreational summer biathlon activity.

NOTES

- Course control staff will record each time a cadet runs through a loop. See course control sheet located at Attachment B.
- The start and finish line chief will keep records for each cadet. When the sheet is full or nearly full the runner will take the sheet to the chief of statistics. See score sheet located at Attachment B.
- Bibs may be used to identify cadets, if available.

SCORE SHEET

Cadet Name	Start Time	Loop One	Loop Two	Loop Three	End Time	Run / Safety Penalties	Firing Penalties	Total Time

NOTE:
The start and finish line chief is responsible for recording the run times and presenting the score sheet(s) to the scorekeeper.

RANGE RECORDING SHEET

Scorekeeper's Name: _____

Cadet Name:	Lane	Shots Fired	X = Miss	Misses	Comments / Penalties
			○ ○ ○ ○ ○		
		3 Spare			
Cadet Name:	Lane	Shots Fired	X = Miss	Misses	
			○ ○ ○ ○ ○		
		3 Spare			
Cadet Name:	Lane	Shots Fired	X = Miss	Misses	
			○ ○ ○ ○ ○		
		3 Spare			
Cadet Name:	Lane	Shots Fired	X = Miss	Misses	
			○ ○ ○ ○ ○		
		3 Spare			
Cadet Name:	Lane	Shots Fired	X = Miss	Misses	
			○ ○ ○ ○ ○		
		3 Spare			
Cadet Name:	Lane	Shots Fired	X = Miss	Misses	
			○ ○ ○ ○ ○		
		3 Spare			
Cadet Name:	Lane	Shots Fired	X = Miss	Misses	
			○ ○ ○ ○ ○		
		3 Spare			
Cadet Name:	Lane	Shots Fired	X = Miss	Misses	
			○ ○ ○ ○ ○		
		3 Spare			
Cadet Name:	Lane	Shots Fired	X = Miss	Misses	
			○ ○ ○ ○ ○		
		3 Spare			

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CHAPTER 10

PO X20 – PARTICIPATE IN CANADIAN FORCES (CF) FAMILIARIZATION ACTIVITIES



**COMMON TRAINING
ALL TRAINING LEVELS
INSTRUCTIONAL GUIDE
CANADIAN ARMED FORCES
(CAF) FAMILIARIZATION**



SECTION 1

EO MX20.01A – PARTICIPATE IN A CAF ACTIVITY

Total Time:

One session (3 Periods) = 90 min

THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-801/PG-001, ROYAL CANADIAN AIR CADETS PROFICIENCY LEVEL ONE QUALIFICATION STANDARD AND PLAN.

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**COMMON TRAINING
ALL TRAINING LEVELS
INSTRUCTIONAL GUIDE
CANADIAN ARMED FORCES
(CAF) FAMILIARIZATION**



SECTION 2

EO MX20.01B – PARTICIPATE IN A CAF FAMILIARIZATION TOUR

Total Time:

One session (3 periods) = 90 min

THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-801/PG-001, ROYAL CANADIAN AIR CADETS PROFICIENCY LEVEL ONE QUALIFICATION STANDARD AND PLAN.

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**COMMON TRAINING
ALL TRAINING LEVELS
INSTRUCTIONAL GUIDE
CANADIAN ARMED FORCES
(CAF) FAMILIARIZATION**



SECTION 3

EO MX20.01C – FIRE THE C7 RIFLE

Total Time:

320 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Royal Canadian Air Cadets Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the C7 Rifle Handing Test located at Attachment A for each cadet.

Assistant instructors are required for this lesson.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1–3 to present background information and give direction on procedures.

A demonstration and performance was chosen for TPs 4 and 7–12 as it allows the instructor to explain and demonstrate how to complete a safety check and the actions in response to range commands while providing an opportunity for the cadet to practice under supervision.

A performance was chosen for TP 5 as it allows the cadet to practice handling the C7 rifle in a controlled environment.

A demonstration was chosen for TPs 6 and 14–16 as it allows the instructor to explain and demonstrate aiming a C7 rifle as well as the procedures required for stripping, cleaning and assembling the C7 rifle.

A practical activity was chosen for TPs 13 and 17 as it is an interactive way for the cadet to practice and experience range procedures and develop marksmanship skills and knowledge in a safe and controlled environment.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have fired the C7 rifle.

IMPORTANCE

It is important for cadets to complete a variety of training on the C7 rifle before firing it. Safety precautions are essential to ensure all participants are safe when on a range. Being safe is the highest priority when firing the C7 rifle. Learning and practicing range commands will increase the level of safety on the range and will help ensure that all the cadets have a positive firing experience. Each cadet who fires the C7 rifle must understand the steps for every range command, as well as what to do on the firing point if the rifle does not fire. Knowing how to clean the C7 rifle will ensure that the rifle will continue to operate effectively. Before cleaning the rifle, it must be stripped to provide access to all the parts. After cleaning the rifle, it must be put back together and then tested to ensure it functions properly. This knowledge will ensure the familiarization fire is conducted safely and efficiently.



Strict emphasis must be placed on safety throughout all C7 rifle training. Any cadet who does not adhere to the rules and regulations shall not fire the C7 rifle.

Teaching Point 1

Explain safety rules and regulations pertaining to the C7 rifle.

Time: 5 min

Method: Interactive Lecture

The following are safety rules and regulations pertaining to the C7 rifle:

- Always complete a safety check when picking up or being handed a rifle.
- Always control the rifle when holding it.
- Always treat the rifle as if it were loaded.
- Always have the fire control selector set to 'S' (safe) when the rifle is cocked.
- Never touch the trigger unless firing on a range.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. When are safety checks completed?
- Q2. Where is the fire control selector set when the rifle is cocked?
- Q3. When will the trigger be touched?

ANTICIPATED ANSWERS:

- A1. When picking up or being handed a rifle.
- A2. 'S' (safe).
- A3. Only when firing on a range.

Teaching Point 2

Identify the parts of the C7 rifle.

Time: 10 min

Method: Interactive Lecture



When identifying the parts of the C7 rifle, keep the cadets involved by pointing at each part as it is discussed.



The upper and lower receiver groups can be separated by removing the takedown pin.

PARTS OF THE C7 RIFLE

The C7 rifle can be separated into two parts. There are two pins that hold the rifle together—the takedown pin and the receiver pivot pin. Both pins separate the upper receiver group from the lower receiver group. When stripping the rifle, the takedown pin will be used. Cadets will rarely be required to use the receiver pivot pin.

Upper Receiver Group

The upper receiver group is comprised of the following:

- **Upper Receiver**
 - **Carrying handle.** A carrying handle which incorporates the rear sight and is attached to the top of the upper receiver.
 - **Ejection port.** Rounds are expelled from the rifle through the ejection port on the right side of the upper receiver.
 - **Ejection port cover.** The ejection port is protected by a dust cover which is opened by the forward / rearward movement of the bolt.
 - **Spent casing deflector.** To the rear of the ejection port cover is a spent casing deflector for those who are left-handed firers.
 - **Forward assist.** A manually-operated forward assist fitted on the right rear of the upper receiver is always used to push the bolt fully forward.
 - **Front and rear sights.** The sights, when used together, assist the firer when aiming the rifle.
- **Barrel**
 - **Flash suppressor.** The rifle is fitted with a flash suppressor that directs hot gas from the barrel end. It also reduces the visibility of the muzzle flash when firing.
 - **Hand guards.** Surrounded by two interchangeable aluminum-lined, glass fibre filled nylon hand guards are notched to allow air to circulate.
- **Bolt and cocking handle.** The bolt is operated by the cocking handle located at the top rear of the upper receiver group. The bolt has a rotating head which locks into the barrel when the rifle is to be fired.

Lower Receiver Group

The lower receiver group is comprised of the following:

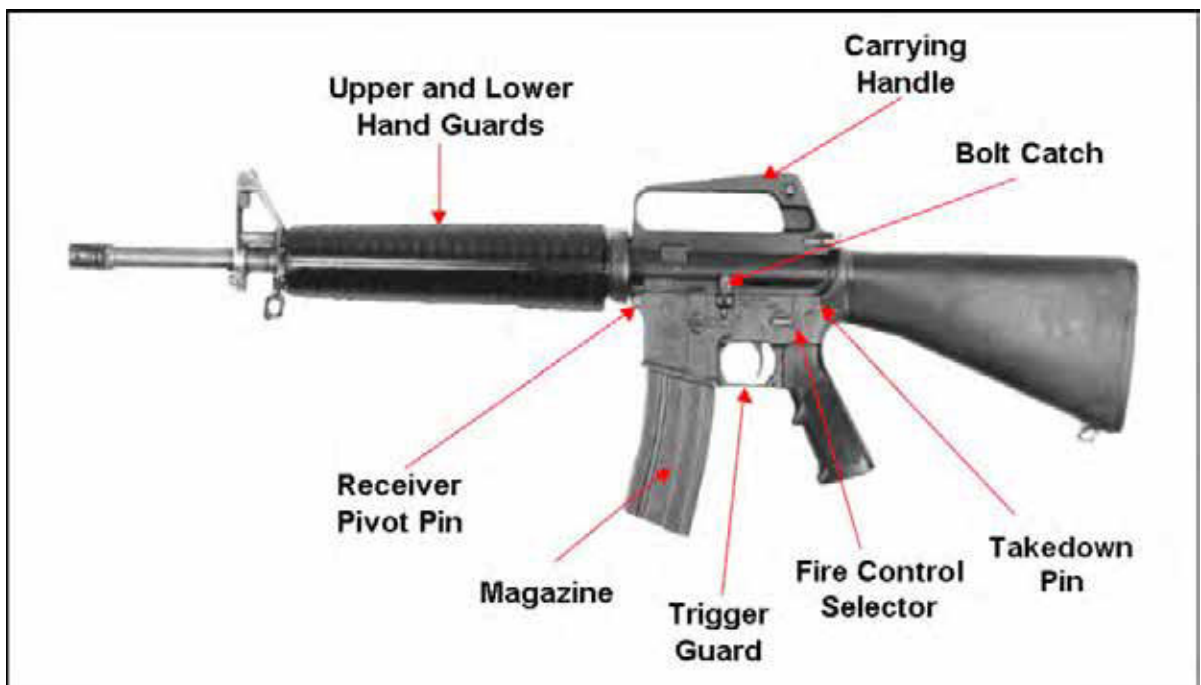
- **Lower Receiver**
 - **Trigger.** Also referred to as the action, the trigger is used to fire the rifle. The finger shall never be placed on the trigger unless firing.
 - **Trigger guard.** A safety measure to prevent accidental firing that makes access to the trigger more difficult.
 - **Pistol grip.** The firing hand will hold the pistol grip. The pistol grip provides stability when using the rifle.
 - **Fire control selector.** A three-position fire control selector lever is located on the left side. The three positions are 'S' (safe), 'R' (repetition) and 'AUTO' (automatic). The selector lever cannot be placed on 'S' until the rifle is cocked.
 - **Bolt catch.** A bolt catch, located on the left side, enables the bolt to be held open or released from the open position.
 - **Magazine.** The magazine holds rounds to be fired. When the magazine is not fitted on the rifle, the area is referred to as the magazine housing or magazine opening.

- **Magazine release.** A magazine release button allows for the magazine to be removed from the rifle when activated. It is located on the right side.
- **Butt and butt plate.** The butt is made of glass fibre reinforced nylon and incorporates a storage compartment for a cleaning kit. Access to this compartment is gained through the butt plate. The butt is available in two lengths—normal and short.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 1 Right Side of the C7 Rifle



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 2 Left Side of the C7 Rifle

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What are the two receiver groups on the C7 rifle?
- Q2. What parts are located in the upper receiver?
- Q3. What parts are located in the lower receiver?

ANTICIPATED ANSWERS:

- A1. Upper and lower receiver groups.
- A2. Carrying handle, rear sight, ejection port, ejection port cover, spent casing deflector, forward assist and front and rear sights.
- A3. Trigger, pistol grip, magazine opening, fire control selector, bolt catch and magazine release.

Teaching Point 3

Explain the characteristics of the C7 rifle.

Time: 5 min

Method: Interactive Lecture

CHARACTERISTICS OF THE C7 RIFLE

Calibre. 5.56 mm.

Weight. The rifle weighs 3.34 kg (7.36 pounds). When fully loaded it weighs 3.89 kg (8.58 pounds).

Length. The complete rifle is 1 m in length.

Modes of fire. It can be fired in repetition or automatic.

Operation. It is gas operated, air cooled and magazine fed.

Effective range. It is effective up to 400 m.

Sights. There are front and rear sights. The rear sight has small and large apertures. The large aperture is used for firing at distances less than 300 m. The small aperture is used for distances greater than 300 m.

Magazine capacity. One magazine can hold up to 30 rounds.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. What is the calibre of the C7 rifle?
- Q2. How long is the C7 rifle?
- Q3. How many rounds can one magazine hold?

ANTICIPATED ANSWERS:

A1. 5.56 mm.

A2. 1 m.

A3. 30 rounds.

Teaching Point 4**Explain, demonstrate and have the cadet practice completing an individual safety check.**

Time: 15 min

Method: Demonstration and Performance



For this skill TP it is recommended that instruction take the following format:

1. Explain and demonstrate the actions to take to complete a safety check.
2. Explain and demonstrate each step required to complete the skill. Monitor the cadets as they imitate each step.
3. Monitor the cadets' performance as they practice the complete skill.

Note: Assistant instructors may be used to monitor the cadets' performance.



Stress the importance of regularly completing safety checks on the C7 rifle.

Each cadet must complete a safety check during this TP.

INDIVIDUAL SAFETY CHECK

Safety checks shall be completed in the following circumstances:

- when picking up or being handed a rifle;
- before and after instruction;
- before stripping a rifle;
- during issue and return to stores;
- before and after range practices; and
- where there is doubt about the safety status of the rifle.

To complete an individual safety check:



When completing a safety check on the rifle with a magazine fitted, remove the magazine before adopting the standing load position.



If completing a safety check in the prone position, skip Step 1.

1. Adopt the standing load position (as illustrated in Figure 3) by:
 - (a) holding the rifle on the right (left) side of the body by the pistol grip with the forefinger of the right (left) hand outside the trigger guard;
 - (b) grasping the bottom of the hand guard with the left (right) hand;
 - (c) placing the left (right) foot one pace in front of the other foot; and
 - (d) pointing the rifle up approximately 55 degrees.
2. Pull the cocking handle to the rear.
3. Engage the bolt catch.
4. Tilt the rifle.
5. Inspect the chamber.
6. Ensure the rifle is clear.
7. Pull the cocking handle fully to the rear.
8. Allow the action to go forward under control.
9. Strike the forward assist.
10. Fire the rifle.
11. Close the ejection port cover.
12. Lay down the rifle with the ejection port cover facing up.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 3 Standing Load Position–Example 1



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 4 Standing Load Position—Example 2

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

- Q1. When must safety checks be completed?
- Q2. After inspecting the chamber and allowing the action to go forward, what is the next step?
- Q3. When laying down the rifle, which side will face up?

ANTICIPATED ANSWERS:

- A1. Safety checks shall be completed in the following circumstances:
 - when picking up or being handed a rifle;
 - before and after instruction;
 - before stripping a rifle;
 - during issue and return to stores;
 - before and after range practices; and
 - when the safety status of the rifle is in doubt.

A2. Strike the forward assist.

A3. The side with the ejection port cover.

Teaching Point 5

Have the cadet practice holding the C7 rifle in the prone position.

Time: 5 min

Method: Performance



The cadets have already been instructed on how to adopt the prone position. Emphasis should be placed on holding the C7 rifle.

Information on the prone position is located in A-CR-CCP-701/PG-001, *Green Star Qualification Standard and Plan*, EO M106.03 (Apply Basic Marksmanship Techniques).

HOLDING THE C7 RIFLE IN THE PRONE POSITION



Have each cadet hold the C7 rifle in the prone position.

To hold the C7 rifle in the prone position:

1. Adopt the prone position.
2. Pick up the rifle.
3. Place the butt of the rifle into the right (left) shoulder.
4. Place the left (right) hand on the hand guard.
5. Hold the pistol grip with the right (left) hand.
6. Place the right (left) cheek naturally on the butt.
7. Look through the front and rear sights with the aiming eye.



When holding the rifle in the prone position, the finger shall always be placed outside the trigger guard, unless firing.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 5 Holding the C7 Rifle in the Prone Position (Right-Side View)



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 6 Holding the C7 Rifle in the Prone Position (Left-Side View)



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 7 Holding the C7 Rifle in the Prone Position

CONFIRMATION OF TEACHING POINT 5

The cadets' participation in holding the C7 rifle in the prone position will serve as the confirmation of this TP.

Teaching Point 6

Explain and demonstrate aiming the C7 rifle by looking through the front and rear sights.

Time: 5 min

Method: Demonstration



During TP 8 the cadets will look through the sights and ensure that they are set properly.

AIMING THE C7 RIFLE

There are two sights on the C7 rifle (front and rear). The rear sight has two apertures (small and large) which simply flip from one to the other.



When firing the C7 rifle, the target will be at a distance of 100 m. Therefore, the large aperture should be used.

When lining up the sights, it is important that both the front and rear sights can be seen down range.



Note. From Weapons: The Rifle 5.56 mm and the Carbine 5.56 mm C8 (Vol. 18) (p. 57), by Canadian Forces, 1987, Ottawa, ON: Department of National Defence. Copyright 1994 by Department of National Defence.

Figure 8 Correct Aim Picture

CONFIRMATION OF TEACHING POINT 6

QUESTIONS:

- Q1. How many sights does the C7 rifle have?
- Q2. How many apertures does the rear sight have?
- Q3. Which aperture should be used when firing at a distance of 100 m?

ANTICIPATED ANSWERS:

- A1. Two—front and rear.
- A2. Two—large and small.
- A3. The large aperture.

Teaching Point 7

Explain, demonstrate and have the cadet practice the actions when given the command LOAD.

Time: 10 min

Method: Demonstration and Performance



For this skill TP it is recommended that instruction take the following format:

1. Explain and demonstrate the actions to take when given the command LOAD.
2. Explain and demonstrate each step required to complete the skill. Monitor the cadets as they imitate each step.
3. Monitor the cadets' performance as they practice the complete skill.

Note: Assistant instructors may be used to monitor the cadets' performance.



Ensure the cadets are aware of the differences between live and dummy rounds. Dummy rounds will be used throughout C7 rifle training.

LOAD

On the command LOAD, the cadet shall do the following:

1. Pick up a magazine.
2. Check to see that the rounds are positioned correctly.



When looking to see if rounds are positioned correctly, simply ensure that they are straight and that the back of each round that is visible is straight against the back of the magazine. When rounds are not positioned correctly, they cause frequent stoppages.

3. Push the magazine firmly into the magazine housing.
4. Check that the magazine is secure by pulling downwards.
5. Return the hand to hold the rifle.

CONFIRMATION OF TEACHING POINT 7

The cadets' participation in practicing actions when given the command LOAD will serve as the confirmation of this TP.

Teaching Point 8

Explain, demonstrate and have the cadet practice the actions when given the command READY or RANGE.

Time: 5 min

Method: Demonstration and Performance



For this skill TP it is recommended that instruction take the following format:

1. Explain and demonstrate the actions to take when given the command READY or RANGE.
2. Explain and demonstrate each step required to complete the skill. Monitor the cadets as they imitate each step.
3. Monitor the cadets' performance as they practice the complete skill.

Note: Assistant instructors may be used to monitor the cadets' performance.

READY OR RANGE

On the command READY or RANGE, the cadet shall do the following:

1. Check the front and rear sights to ensure they are set correctly.
2. Cock the rifle.



When cocking the rifle, ensure the cadets pull the cocking handle all the way back and then let it go. Not doing so is referred to as "riding the cocking handle" since it is rode back into its position. Riding the cocking handle may cause stoppages.

3. Strike the forward assist.
4. Close the ejection port cover.
5. Ensure the fire control selector is on 'S' (safe).
6. Return the hand to hold the rifle.

CONFIRMATION OF TEACHING POINT 8

The cadets' participation in practicing actions when given the command READY or RANGE will serve as the confirmation of this TP.

Teaching Point 9

Explain, demonstrate and have the cadet practice the actions when given the command FIRE.

Time: 5 min

Method: Demonstration and Performance



For this skill TP it is recommended that instruction take the following format:

1. Explain and demonstrate the actions to take when given the command FIRE.
2. Explain and demonstrate each step required to complete the skill. Monitor the cadets as they imitate each step.
3. Monitor the cadets' performance as they practice the complete skill.

Note: Assistant instructors may be used to monitor the cadets' performance.

FIRE

On the command FIRE, the cadet shall do the following:

1. Set the fire control selector to 'R' (repetition).



IAW CATO 14-41, *Use of C7/8 Within the CCO*, Annex A, Appendix 3, cadets are NOT to fire on automatic.

2. Fire all rounds in the magazine.
3. Change magazines as required.



When all rounds have been fired, the bolt will remain at the rear of the rifle. To change a magazine:

1. Remove the old magazine using the magazine release.
2. Pick up a new magazine.
3. Check to see that the rounds are positioned correctly.
4. Push the magazine firmly into the magazine housing.
5. Check that the magazine is secure by pulling downwards.
6. Disengage the bolt catch.
7. Strike the forward assist.
8. Continue firing.



Ensure the cadets are aware that when on the range they may rest the rifle after they have finished firing and then wait for further commands.

CONFIRMATION OF TEACHING POINT 9

The cadets' participation in practicing actions when given the command FIRE will serve as the confirmation of this TP.

Teaching Point 10

Explain, demonstrate and have the cadet practice the actions when given the command UNLOAD.

Time: 10 min

Method: Demonstration and Performance



For this skill TP it is recommended that instruction take the following format:

1. Explain and demonstrate the actions to take when given the command UNLOAD.
2. Explain and demonstrate each step required to complete the skill. Monitor the cadets as they imitate each step.
3. Monitor the cadets' performance as they practice the complete skill.

Note: Assistant instructors may be used to monitor the cadets' performance.

UNLOAD

On the command UNLOAD, the cadet shall do the following:

1. Set the fire control selector to 'S' (safe).
2. Remove the magazine.

3. Cock the rifle twice.
4. Pull the cocking handle to the rear.
5. Engage the bolt catch.
6. Tilt the rifle to the left.
7. Wait to be cleared by the Range Safety Officer (RSO).
8. Receive the command CLEAR from the RSO.
9. Disengage the bolt catch.
10. Strike the forward assist.
11. Set the fire control selector to 'R' (repetition).
12. Fire the rifle.
13. Close the ejection port cover.
14. Lay down the rifle.



Some RSOs may use PREPARE FOR INSPECTION as a separate command after UNLOAD.

CONFIRMATION OF TEACHING POINT 10

The cadets' participation in practicing actions when given the command UNLOAD will serve as the confirmation of this TP.

Teaching Point 11

Explain, demonstrate and have the cadet practice the actions when given the command CEASE FIRE.

Time: 5 min

Method: Demonstration and Performance



For this skill TP it is recommended that instruction take the following format:

1. Explain and demonstrate the actions to take when given the command CEASE FIRE. .
2. Explain and demonstrate each step required to complete the skill. Monitor the cadets as they imitate each step.
3. Monitor the cadets' performance as they practice the complete skill.

Note: Assistant instructors may be used to monitor the cadets' performance.

CEASE FIRE

On the command CEASE FIRE, the cadet shall do the following:

1. Set the fire control selector to 'S' (safe).
2. Wait for a further command.

CONFIRMATION OF TEACHING POINT 11

The cadets' participation in practicing actions when given the command CEASE FIRE will serve as the confirmation of this TP.

Teaching Point 12

Explain, demonstrate and have the cadet practice immediate actions.

Time: 15 min

Method: Demonstration and Performance



For this skill TP it is recommended that instruction take the following format:

1. Explain and demonstrate the first immediate action.
2. Explain and demonstrate each step required to complete the skill. Monitor the cadets as they imitate each step.
3. Monitor the cadets' performance as they practice the complete skill.
4. Repeat Steps 1–3 for the next two immediate actions.

Note: Assistant instructors may be used to monitor the cadets' performance.

IMMEDIATE ACTIONS

Immediate actions are stoppages that occur when the rifle suddenly does not fire anymore. The actions to take are completely dependent on the position of the bolt. The first step to take when the rifle stops firing is to cant the rifle and look through the ejection port. The bolt will either be:

- at the rear,
- fully forward, or
- partially forward.



When the rifle stops firing the first step is to cant the rifle and examine the bolt position.

Bolt is at the Rear

When the rifle stops firing and the bolt is positioned at the rear, most likely the magazine is empty.

When the bolt is at the rear, the cadet shall do the following:

1. Check for an empty magazine and change, as required.
2. Disengage the bolt catch.
3. Strike the forward assist.
4. Continue firing.

Bolt is Fully Forward

When the rifle stops firing and the bolt is positioned fully forward, most likely the bolt did not pick up a round. This could be caused by an improperly seated magazine.

When the bolt is fully forward, the cadet shall do the following:

1. Ensure the magazine is seated properly and locked in place.
2. Cock the rifle while watching for a round or empty casing to eject.
3. Where a round ejects:
 - (a) strike the forward assist; and
 - (b) continue firing.
4. Where a round does not eject:
 - (a) attempt to continue firing; and
 - (b) if required, request assistance.

Bolt is Partially Forward

When the rifle stops firing and the bolt is positioned partially forward, most likely there is an obstruction.

When the bolt is partially forward, the cadet shall do the following:

1. Cock the rifle.
2. Engage the bolt catch.
3. Examine the chamber of the rifle.
4. Remove the magazine if a live round or empty casing is in the chamber.
5. Clear the obstruction.
6. Replace the magazine.
7. Disengage the bolt catch.
8. Strike the forward assist.
9. Continue firing.



When in doubt, raise your hand and ask for assistance.

CONFIRMATION OF TEACHING POINT 12

The cadets' participation in practicing immediate actions will serve as the confirmation of this TP.

Teaching Point 13**Have the cadet participate in a mock range activity.**

Time: 30 min

Method: Practical Activity



Begin the handling test located at Attachment A during this TP. Where extra time is needed, conduct it at the beginning of TP 17.

Each cadet must successfully complete the handling test in order to fire the C7 rifle.

ACTIVITY**OBJECTIVE**

The objective of this activity is to have the cadets practice performing firing drills and executing range commands.

RESOURCES

- C7 rifles (one per firing point),
- Magazines (minimum two per firing point),
- 5.56-mm dummy rounds (10 per cadet),
- Hearing protectors (one per firing point),
- Shooting mats (one per firing point), and
- C7 handling test located at Attachment A (one per cadet).

ACTIVITY LAYOUT

1. Find a safe area in which eight cadets with rifles can be pointed "down range."
2. Place eight shooting mats on the mock firing point.
3. Lay one rifle on each shooting mat.
4. Lay one pair of hearing protectors and one magazine with five dummy rounds on each shooting mat.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into relays of a maximum of eight.
2. Lead the first relay of cadets through a mock range activity using the following range commands:
 - (a) COVER OFF BEHIND THE FIRING POINT.
 - (b) ADOPT THE PRONE POSITION.
 - (c) PLACE HEARING PROTECTORS ON.
 - (d) PICK UP THE RIFLE.
 - (e) LOAD.
 - (f) RANGE OR READY.

(g) FIRE.



Though there are no range commands for immediate actions, have the cadets complete the actions for them.

One way to do this is:

- Give the command CEASE FIRE.
- Ask the cadets to engage the bolt catch.
- Tell the cadets that they were firing down range and suddenly the rifle stopped.
- Have the cadets complete the immediate action.

(h) Unload.

(i) Prepare for inspection.

(j) Lay down the rifle.

(k) Take off hearing protectors.

(l) Stand up.

(m) Retire from the firing point.

3. Repeat Step 2 until there are no more relays.

4. Complete the handling test, located at Attachment A, as the cadets complete the activity.

SAFETY

- Rifles shall always be pointed "down range".
- The cadets are to follow range rules and regulations throughout the activity.

CONFIRMATION OF TEACHING POINT 13

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

Teaching Point 14

Explain and demonstrate field stripping the C7 rifle.

Time: 5 min

Method: Demonstration



There are two degrees to which the C7 rifle can be stripped—detailed and field. During this training, the cadets will only be required to field strip the rifle.

Explain and demonstrate the process for field stripping a C7 rifle. Ensure all cadets can see the demonstration.

FIELD STRIPPING THE C7 RIFLE

In order to clean the rifle, it must be field stripped. To field strip the C7 rifle:

1. Carry out an individual safety check (without operating the trigger).
2. Ensure the fire control selector is set to 'S' (safe).
3. Unlock the upper receiver by pushing / pulling the takedown pin.
4. Pull the cocking handle partially to the rear.
5. Remove the bolt.
6. Push the cocking handle fully forward.
7. Lay down the rifle.
8. Remove the bolt from the bolt carrier.
9. Lay down the bolt and bolt carrier.

CONFIRMATION OF TEACHING POINT 14

The cadets' participation in field stripping the C7 rifle will serve as the confirmation of this TP.

Teaching Point 15

Explain and demonstrate cleaning the C7 rifle after a range practice.

Time: 5 min

Method: Demonstration



The cleaning kit should contain the following items:

- a case,
- a four-piece rod,
- a swab holder,
- a bore brush,
- a chamber brush,
- a bolt key brush,
- a container of cleaner, lubricant, preservative (CLP),
- pipe cleaners, and
- swabs (38 mm by 50 mm).



There are three types of cleaning—regular, before firing and after firing. The cadets will be required to clean the rifle after firing on the range.

Explain and demonstrate the process for cleaning a C7 rifle. Ensure all cadets can see the demonstration.

CLEANING THE C7 RIFLE

In order for the rifle to remain functional, regular maintenance of the rifle must be carried out regularly.

CHAMBER

Clean with the chamber brush fitted to the cleaning rod.

Flash Suppressor

Clean using the bore cleaning brush.

BARREL

1. Insert the four-piece rod (about two turns short of being tight) with a swab moistened in CLP into the barrel (a portion should stick out through the muzzle).
2. Replace the swab holder with the bore brush and insert it into the barrel.
3. Repeat several times (rods may have to be loosened).
4. Pull a dry swab through and then pull a swab lightly lubricated with CLP through.

Bolt and Carrier

1. Clean the interior of the bolt key with the bolt key brush then dry using a pipe cleaner.
2. Using a CLP lubricated swab, clean all the parts of the bolt.
3. Lubricate the bolt and bolt carrier.
4. Dry the bolt key and place one drop of CLP inside the tube.

Upper Receiver

1. Clean the external surface with a lubricated CLP swab and a cleaning brush and wipe dry.
2. Clean the exterior of the gas tube that protrudes into the upper receiver using two rod pieces and a bore brush.
3. Use a pipe cleaner to clean as far into the gas tube as possible.
4. Clean the inner surfaces.
5. Lightly lubricate the inside of the upper receiver, outer surface of the barrel, front sight and the surface under the hand guard.
6. Push and pull the front sight and place two or three drops of CLP around the area, working it in.

Lower Receiver

1. Clean the external surface with a lubricated CLP swab and a cleaning brush and wipe dry.
2. Clean the interior, paying special attention to the magazine housing and trigger group.
3. Apply CLP generously to the trigger group, takedown pin and pivot pin.

Butt and Hand Guards

1. Wipe clean the external surfaces.
2. Do not oil the nylon surfaces.



When cleaning before firing, inspect the rifle to determine if it requires cleaning. In most cases, wiping exposed surfaces will be sufficient. If it is necessary to clean the rifle, it should be done the same as regular cleaning except that the bore, face of the bolt and the chamber must be free of lubricant.

CONFIRMATION OF TEACHING POINT 15

The cadets' participation in cleaning the C7 rifle will serve as the confirmation of this TP.

Teaching Point 16

Explain and demonstrate assembling the C7 rifle.

Time: 5 min

Method: Demonstration



Explain and demonstrate the process for assembling a C7 rifle. Ensure all cadets can see the demonstration.

ASSEMBLING THE C7 RIFLE

To assemble the C7 rifle:

1. Replace the bolt in the bolt carrier.
2. Pull the cocking handle partially to the rear.
3. Place the bolt in the rifle.
4. Push the cocking handle fully forward.
5. Ensure the fire control selector is set to 'S' (safe).
6. Lock the upper receiver with the takedown pin.
7. Complete the function test by:
 - (a) cocking the rifle;
 - (b) attempting to fire with the fire control selector at 'S' (safe);
 - (c) setting the fire control selector to 'R' (repetition);
 - (d) firing the action;
 - (e) cocking the action while holding in on the trigger;
 - (f) releasing the trigger (after hearing the hammer fall);
 - (g) firing the action;
 - (h) setting the fire control selector to 'AUTO' (automatic);
 - (i) firing the action;
 - (j) cocking the action while holding in on the trigger;

- (k) releasing the trigger (after hearing the hammer fall);
- (l) returning the fire control selector to 'R' (repetition); and
- (m) closing the ejection port cover.

CONFIRMATION OF TEACHING POINT 16

The cadets' participation in assembling the C7 rifle will serve as the confirmation of this TP.

Teaching Point 17

Have the cadet fire 25 rounds with the C7 rifle.

Time: 170 min

Method: Practical Activity



All familiarization firing must be lead by a Large Bore RSO (RSO [LB]). Consult and adhere to the policies outlined in CATO 14-41, *Use of C7/8 Within the CCO*, Appendix 3, Annex A.

All range activities shall be conducted IAW the Range Standing Orders specific to the area being used.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets fire 25 rounds using the C7 rifle.

RESOURCES

- C7 rifle (one per firing point),
- 5.56-mm ammunition (25 rounds per cadet),
- Magazines (minimum of three per cadet),
- Marksmanship target (one per firing point),
- Target frame (one per firing point),
- Hearing protectors (one per firing point),
- Shooting mats (one per firing point),
- First aid kit (one),
- Stretcher (one),
- Cell phone / radio (one),
- Folding tables (three),
- Empty sandbags (five),
- Green and red flags (two sets),
- Target patches (5 rolls),

- Where butts are being used:
 - helmets (one per person),
 - pointers (one per person),
 - communication device (two—one for the RSO and one for the butt party);
- Range standing orders (one),
- Cleaning kits (one per four cadets),
- C7 handling test located at Attachment A, if required (one per cadet), and
- Pen / pencil (five).

ACTIVITY LAYOUT

Set up the firing points, targets and butts (if applicable).

ACTIVITY INSTRUCTIONS

1. Brief the cadets on the range activity.



If the cadets are expected to signal in the butts, a briefing shall take place before beginning the activity.

2. Have each cadet complete the C7 rifle handling test, where required.
3. Divide the cadets into relays.
4. Lead the first relay of cadets through the range activity using range commands.



Ensure the cadets are given the opportunity to view their targets at least once throughout the familiarization fire. They may then make adjustments, if desired, to try to improve.

5. Repeat Step 4 until there are no more relays.
6. Have the cadets field strip, clean and assemble the C7 rifle, in groups of four.

SAFETY

- Rifles shall always be pointed down range.
- The cadets are to follow all range rules and regulations throughout the activity.

CONFIRMATION OF TEACHING POINT 17

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

END OF LESSON CONFIRMATION

The cadets' participation in firing the C7 rifle will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for cadets to participate in Canadian Forces (CF) familiarization activities. Firing the C7 rifle is one of the many CF familiarization activities in which cadets can develop a connection to and knowledge about the CF.

INSTRUCTOR NOTES / REMARKS

Each cadet must successfully complete the C7 Rifle Handling Test (located at Attachment A) prior to firing the rifle.

The cleaning kit contains the following:

- a case,
- a four-piece rod,
- a swab holder,
- a bore brush,
- a chamber brush,
- a bolt key brush,
- a container of cleaner, lubricant, preservative (CLP),
- pipe cleaners, and
- swabs (38-mm by 50-mm).

All familiarization firing must be led by a Range Safety Officer (Large Bore - C7). Consult and adhere to the policies outlined in CATO 14-41 *Use of C7/8 Within the CCO*, Appendix 3, Annex A.

The firing shall be familiarization and shall include an inspection of targets at least once throughout the 25 rounds to allow the cadets to make adjustments if inclined to do so.

Where butts are being used, time shall be spent instructing the cadets on their operation.

Assistant instructors are required for this lesson.

REFERENCES

A2-062 B-GL-317-018/PT-001 Canadian Forces. (1987). *Weapons: The rifle 5.56 mm C7 and the carbine 5.56 mm C8* (Vol. 18). Ottawa, ON: Department of National Defence.

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C7 RIFLE HANDLING TEST

Cadet Name: _____

Flight: _____

SAFETY PRECAUTIONS

	ACTION TO BE CARRIED OUT BY THE CADET	ACTION COMPLETED	
1.	Adopt the standing load position (if required).	Yes	No
2.	Pull the cocking handle to the rear and engage the bolt catch.	Yes	No
3.	Tilt the rifle and inspect the chamber.	Yes	No
4.	Ensure the rifle is clear.	Yes	No
5.	Pull the cocking handle fully to the rear.	Yes	No
6.	Allow the action to go forward under control and strike the forward assist.	Yes	No
7.	Fire the rifle.	Yes	No
8.	Close the ejection port cover.	Yes	No
9.	Lay down the rifle with the ejection port cover facing up.	Yes	No

LOAD

	ACTION TO BE CARRIED OUT BY THE CADET	ACTION COMPLETED	
1.	Pick up a magazine.	Yes	No
2.	Check to see if the rounds are positioned correctly.	Yes	No
3.	Push the magazine firmly into the magazine housing.	Yes	No
4.	Check that the magazine is secure by pulling downwards.	Yes	No
5.	Return the hand to hold the rifle.	Yes	No

READY OR RANGE

	ACTION TO BE CARRIED OUT BY THE CADET	ACTION COMPLETED	
1.	Check the front and rear sights to ensure they are set correctly.	Yes	No
2.	Cock the rifle.	Yes	No
3.	Strike the forward assist.	Yes	No
4.	Close the ejection port cover.	Yes	No
5.	Ensure the fire control selector is set to 'S' (safe).	Yes	No
6.	Return the hand to hold the rifle.	Yes	No

IMMEDIATE ACTION–BOLT AT REAR

"The rifle is firing alright and then suddenly stops."

The cadet shall cant the rifle and examine the bolt position.

"The bolt is fully to the rear."

	ACTION TO BE CARRIED OUT BY THE CADET	ACTION COMPLETED	
1.	Check for an empty magazine and change.	Yes	No
2.	Disengage the bolt catch.	Yes	No
3.	Strike the forward assist and continue firing.	Yes	No

IMMEDIATE ACTION–BOLT FULLY FORWARD

"The rifle is firing alright and then suddenly stops."

The cadet shall cant the rifle and examine the bolt position.

"The bolt is fully forward."

	ACTION TO BE CARRIED OUT BY THE CADET	ACTION COMPLETED	
1.	Ensure the magazine is seated properly and locked in place.	Yes	No
2.	Cock the rifle and watch for a round or empty casing to eject.	Yes	No
3.	Strike the forward assist and continue firing.	Yes	No

IMMEDIATE ACTION–BOLT PARTIALLY FORWARD

"The rifle is firing alright and then suddenly stops."

The cadet shall cant the rifle and examine the bolt position.

"The bolt is partially forward and there is an obstruction."

	ACTION TO BE CARRIED OUT BY THE CADET	ACTION COMPLETED	
1.	Cock the rifle and engage the bolt catch.	Yes	No
2.	Examine the chamber.	Yes	No
3.	Remove the magazine if a live round or empty casing is in the chamber.	Yes	No
4.	Clear the obstruction.	Yes	No
5.	Replace the magazine.	Yes	No
6.	Disengage the bolt catch.	Yes	No
7.	Strike the forward assist and continue firing.	Yes	No

UNLOAD

	ACTION TO BE CARRIED OUT BY THE CADET	ACTION COMPLETED	
1.	Set the fire control selector to 'S' (safe).	Yes	No
2.	Remove the magazine.	Yes	No
3.	Cock the rifle twice.	Yes	No
4.	Pull the cocking handle to the rear and engage the bolt catch.	Yes	No
5.	Tilt the rifle to the left and wait to be cleared by the RSO.	Yes	No
6.	Disengage the bolt catch.	Yes	No
7.	Strike the forward assist.	Yes	No
8.	Set the fire control selector to 'R' (repetition).	Yes	No
9.	Fire the rifle.	Yes	No
10.	Close the ejection port cover.	Yes	No
11.	Lay down the rifle.	Yes	No

Comments:

RSO (LB) Signature: _____

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**COMMON TRAINING
ALL TRAINING LEVELS
INSTRUCTIONAL GUIDE
CANADIAN ARMED FORCES
(CAF) FAMILIARIZATION**



SECTION 4

EO MX20.01D – PARTICIPATE IN A MESS DINNER

Total Time:

One session = 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

This IG supports EO MX20.01D (Participate in a Mess Dinner) located in A-CR-CCP-801/PG-001, *Royal Canadian Air Cadets Proficiency Level One Qualification Standard and Plan*, Chapter 4.

One week prior to the mess dinner, photocopy and distribute the appropriate elemental Cadet Mess Dinner pamphlet, located at Annexes A–C, for each cadet.

One week prior to the mess dinner, photocopy and distribute the Role of the President of the Mess Committee (PMC) handout, located at Annex D, to the cadet filling the role of PMC.

One week prior to the mess dinner, photocopy and distribute the Role of the Vice-President of the Mess Committee (VPMC) handout, located at Annex E, to the cadets filling the role of VPMC.

Refer to the Organize a Mess Dinner Aide-Memoire located at Annex F to guide the preparation of the mess dinner.

Brief the cadets on the expected dress for the mess dinner.

PRE-LESSON ASSIGNMENT

Have the cadets read the applicable Cadet Mess Dinner pamphlet in preparation for the mess dinner.

APPROACH

A practical activity was chosen for this lesson as it is an interactive way to allow cadets to experience a mess dinner in a safe, controlled environment. This activity is an interactive way to build on the cadets' knowledge of the CAF.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this session the cadets shall have participated in a mess dinner.

IMPORTANCE

The mess dinner is a ceremonial occasion when military personnel dine together formally and is one of the most important traditions of the CAF. Historically, military organizations have taken on a life and routine based upon discipline, order, and traditions that differ from civilian life. This boosts morale and develops esprit de corps.

ACTIVITY



The protocols and procedures for a Mess Dinner must be adapted to fit the regulations of the Cadet Program. While the tradition in the CAF calls for the serving of alcohol, IAW CATO 13-23, *Drug and Alcohol Policy*, cadets will not be served alcohol. Grape juice may be substituted for port during a cadet mess dinner.

1. Conduct a mess dinner, to include:
 - (a) pre-dinner gathering,
 - (b) mess calls,
 - (c) arrival of the head table,
 - (d) dinner,
 - (e) passing of the port,
 - (f) loyal toast,
 - (g) marches,
 - (h) speeches, and
 - (i) departure of the head table.
2. Have the cadets sign a guest book reflecting on their experience.

CONCLUSION

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Participating in a mess dinner has allowed you to experience CAF customs, traditions, and rituals. Mess dinners are happy occasions that allow all members, regardless of rank, to meet on an occasion where good manners are expected.

INSTRUCTOR NOTES / REMARKS

There are numerous leadership opportunities for cadets when conducting a mess dinner:

- Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the mess dinner as a leadership project IAW PO 503 (Lead Cadet Activities); and
- Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Levels Five cadets may complete leadership assignments

such as acting as the Mess President and the Mess Vice-Presidents IAW POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities).

The organization of the mess dinner shall be based on human and material resources available to the corps / squadron.

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Rules of Order

The rap of the gavel for grace signals the official start of dinner. Between then and the toast of the day, the following rules of order are in force:

No one may come in and sit down at the table, leave the table, read (except the menu and musical program), or send or receive messages.

Whenever the PMC or VPMC taps the table, there must be silence until they have finished speaking.

Requests are made via the VPMC. When a diner is coming to the table late, or is returning after leaving, the PMC's permission must be given.

There are no ranks or titles in the mess. All members present address each other as: Mister, Miss, or Missus. Only the PMC and VPMC will be addressed by title.

No member shall engage in conversation with the Head Table or the opposite table. Members shall only converse with those across, beside, and diagonal from themselves.

No diner may begin a course before the PMC, use foul language, discuss political or other controversial subjects, talk about work, speak in a foreign language (except when foreign guests are present) or tell rude or insulting jokes.

Members shall not clap. Instead diners shall rap the table lightly to express their opinion and solicitations.

Members shall not propose a toast (this includes "cheers" or similar remarks or raising a glass in greeting).

Mess Dinner Program

Before Dinner Gathering

Mess Call

Arrival of the Head Table

Dinner Course

Passing the Port

Toasts

Marches

~ Break ~

Coffee / Dessert

Speeches

Departure of the Head Table



Sea Cadet Mess Dinner

The mess dinner is a ceremonial occasion when military personnel dine together formally and is one of the most important traditions of the Canadian Armed Forces (CAF). In addition to educating cadets about an important CAF tradition, the mess dinner is also relevant because the basic rules of conduct observed are those of polite society.

Before Dinner Gathering

Cadets and guests are invited to arrive a half hour before the set time for dinner. During this period, members consult the seating plan and meet the guest of honour. During the gathering, all members pay their respects to the guest of honour providing this can be done without undue interruption to conversation with senior guests.

Introductions

All guests should be introduced to as many of the other members present as feasible. When introducing oneself it is customary to say, "Mr. Bloggins, I would like to introduce myself. I am ____". If you don't know to whom you are speaking, it is customary to say, "Please let me introduce myself. My name is ____".

Mess Calls

A bugler sounds a call at 15 minutes prior to dinner. This alerts guests to prepare to move to the dining room and to use the washroom before the start of the mess dinner. In the absence of a bugler, the mess call may be verbal.

Seating Plans

A Mess Dinner seating plan is formally arranged and the plan is drawn up and displayed. Individual places are marked with a name card. Members must sit in their assigned seat; shifting of places is not permitted.

Marching In

Five minutes prior to the meal time the senior steward enters the anteroom and reports to the PMC, "Dinner is served, Sir/Ma'am". Members move to their assigned seat and stand behind their chair. When all members are in place, the PMC and guest of honour make their way into the dining room. If a band is present, they may play "*The Roast Beef of Olde England*". No one may take their seats before the PMC.

Grace

When all diners are seated the PMC raps the table for silence with a gavel. The PMC requests a member of the mess to say grace. If a Chaplin is present, they would give the grace.

Passing the Port

In a naval mess, the decanters should be slid to the left and never leave the table. Passing the port along the table was implemented for practical reasons, as lifting a heavy decanter off a table in a moving ship might mean the table coming up quickly under the decanter and potentially spilling the port.

Loyal Toast

The PMC calls upon the VPMC to toast the Queen of Canada. For example, they may say, "Mr. Vice, The Queen of Canada", or "Monsieur le vice-president, La Reine du Canada". The VPMC announces, in the other official language, "Ladies and gentlemen, The Queen of Canada" or, "Mesdames et messieurs, La Reine du Canada". Diners announce individually "The Queen / La Reine" and take the Loyal Toast. In the navy, the Loyal Toast is given seated.

Naval members **never** clink glasses during any toast or greeting. This custom comes from the old belief that "a glass that rings tolls the death of a sailor". Instead, a sailor forwards the back of their hand with the glass in it.

Toast of the Day

Following the loyal toast the President will call upon a member to give the toast of the day.

Monday -	Our Ships	Friday -	Our Nation
Tuesday -	Our Sailors	Saturday -	Our Families
Wednesday -	Ourselves	Sunday -	Absent Friends
Thursday -	Our Navy		

Marches

Following the toasts, "*Heart of Oak*" is played. If any other elements are present, the appropriate march is played. A member only stands at attention for their own march.

Speeches

After the toasts and marches have been completed, the PMC may open the floor to speeches by special guests.

Departing the Dining Room

Upon completion of all mess functions, the PMC shall conclude the mess dinner with a rap of the gavel. All members will stand for the departure of the head table.

Dinner Etiquette

Keep elbows close to the sides at all times and never place them on the table.

Silverware or glasses must not be played with.

Silverware is laid out in the order in which it is to be used; the knives to the right of the plate and the forks to the left.

Bread must be broken with the fingers.

Never speak with food in the mouth or make gestures while utensils are in hands.

Never ask for anything that is not offered on the table such as butter, vinegar, or ketchup.

Tea or coffee should be sipped and the cup is replaced to the saucer between sips.

President of the Mess Committee (PMC)

The PMC is in absolute charge, regardless of rank or seniority. The PMC greets the guest of honour; escorts the guest of honour into the dining room, asks for grace to be said, levies fines against misbehaving members, begins passing the port, gives the loyal toast, dismisses for breaks, introduces the guest of honour; and escorts the guest of honour out of the dining room.

Vice-President of the Mess Committee (VPMC)

The Vice-President assists the President in maintaining order during the Mess Dinner. They direct members to the dining room, pass on messages to the President from members, call the President's attention to any misbehaviour from other tables, begin passing the port, and assist in the Loyal Toast.

Rules of Order

The rap of the gavel for grace signals the official start of dinner. Between then and the loyal toast, the following rules of order are in force:

No one may come in and sit down at the table, leave the table, read (except the menu and musical program), or send or receive messages.

Whenever the PMC or VPMC taps the table, there must be silence until they have finished speaking.

Requests are made via the VPMC. When a diner is coming to the table late, or is returning after leaving, the PMC's permission must be given.

There are no ranks or titles in the mess. All members present address each other as: Mister, Miss, or Missus. Only the PMC and VPMC will be addressed by title.

No member shall engage in conversation with the Head Table or the opposite table. Members shall only converse with those across, beside, and diagonal from themselves.

No diner may begin a course before the PMC, use foul language, discuss political or other controversial subjects, talk about work, speak in a foreign language (except when foreign guests are present) or tell rude or insulting jokes.

Members shall not clap. Instead diners shall rap the table lightly to express their opinion and solicitations.

Members shall not propose a toast (this includes "cheers" or similar remarks or raising a glass in greeting).

Mess Dinner Program

Before Dinner Gathering

Mess Call

Arrival of the Head Table

Dinner Course

Passing the Port

Toasts

Marches

~ Break ~

Coffee / Dessert

Speeches

Departure of the Head Table



Army Cadet Mess Dinner

The mess dinner is a ceremonial occasion when military personnel dine together formally and is one of the most important traditions of the Canadian Armed Forces (CAF). In addition to educating cadets about an important CAF tradition, the mess dinner is also relevant because the basic rules of conduct observed are those of polite society.

Before Dinner Gathering

Cadets and guests are invited to arrive half hour before the set time for dinner. During this period, members consult the seating plan and meet the guest of honour. During the gathering, all members pay their respects to the guest of honour providing this can be done without undue interruption to conversation with senior guests.

Introductions

All guests should be introduced to as many of the other members present as feasible. When introducing oneself it is customary to say, "Mr. Bloggins, I would like to introduce myself. I am ____". If you don't know to whom you are speaking, it is customary to say, "Please let me introduce myself. My name is ____".

Mess Calls

A bugler or piper sounds a call at 15 minutes prior to dinner. This alerts guests to prepare to move to the dining room and to visit the washroom before the start of the mess dinner. In the absence of a bugler or piper, the mess call may be verbal.

Seating Plans

A Mess Dinner seating plan is formally arranged and the plan is drawn up and displayed. Individual places are marked with a name card. Members must sit in their assigned seat; shifting of places is not permitted.

Marching In

Five minutes prior to the meal time the senior steward enters the anteroom and reports to the PMC, "Dinner is served, Sir/Ma'am". Members move to their assigned seat and stand behind their chair. When all members are in place, the PMC and guest of honour make their way into the dining room. If a band is present, they may play "*The Roast Beef of Olde England*". No one may take their seats before the PMC.

Grace

When all diners are seated the PMC raps the table for silence with a gavel. The PMC requests a member of the mess to say grace. If a Chaplain is present, they would give the grace.

Passing the Port

In an army mess, the decanters should be moved to the left and placed soundly on the table by each member. The port should not be placed so soundly as to disturb other items on the table, to cause spillage of the port, or to cause damage.

Loyal Toast

The PMC calls upon the VPMC to toast the Queen of Canada. For example, they may say, "Mr. Vice, The Queen of Canada", or "Monsieur le vice-president, La Reine du Canada". The VPMC announces, in the other official language, "Ladies and gentlemen, The Queen of Canada" or, "Mesdames et messieurs, La Reine du Canada". Diners announce individually "The Queen / La Reine" and take the Loyal Toast. The loyal toast is given while standing.

Marches

Following the toasts, the regimental march past is played. If any other elements are present, the appropriate march is played. A member only stands at attention for their own march.

Speeches

After the toasts and marches have been completed, the PMC may open the floor to speeches by special guests.

Departing the Dining Room

Upon completion of all mess functions, the PMC shall conclude the mess dinner with a rap of the gavel. All members will stand for the departure of the head table.

Dinner Etiquette

Keep elbows close to the sides at all times and never place them on the table.

Silverware or glasses must not be played with.

Silverware is laid out in the order in which it is to be used; the knives to the right of the plate and the forks to the left.

Bread must be broken with the fingers.

Never speak with food in the mouth or make gestures while utensils are in hands.

Never ask for anything that is not offered on the table such as butter, vinegar, or ketchup.

Tea or coffee should be sipped and the cup is replaced to the saucer between sips.

President of the Mess Committee (PMC)

The PMC is in absolute charge, regardless of rank or seniority. The PMC greets the guest of honour; escorts the guest of honour into the dining room, asks for grace to be said, levies fines against misbehaving members, begins passing the port, gives the loyal toast, dismisses for breaks, introduces the guest of honour; and escorts the guest of honour out of the dining room.

Vice-President of the Mess Committee (VPMC)

The Vice-President assists the President in maintaining order during the Mess Dinner. They direct members to the dining room, pass on messages to the President from members, call the President's attention to any misbehaviour from other tables, begin passing the port, and assist in the Loyal Toast.

Rules of Order

The rap of the gavel for grace signals the official start of dinner. Between then and the toast of the day, the following rules of order are in force:

No one may come in and sit down at the table, leave the table, read (except the menu and musical program), or send or receive messages.

Whenever the President or Vice-President taps the table, there must be silence until they have finished speaking.

Requests are made via the Vice-President. When a diner is coming to the table late, or is returning after leaving, the President's permission must be given.

There are no ranks or titles in the mess. All members present address each other as: Mister, Miss, or Missus. Only the President and Vice-President will be addressed by title.

No member shall engage in conversation with the Head Table or the opposite table. Members shall only converse with those across, beside, and diagonal from themselves.

No diner may begin a course before the President, use foul language, discuss political or other controversial subjects, talk about work, speak in a foreign language (except when foreign guests are present) or tell rude or insulting jokes.

Members shall not clap. Instead diners shall rap the table lightly to express their opinion and solicitations.

Members shall not propose a toast (this includes "cheers" or similar remarks or raising a glass in greeting).

Mess Dinner Program

Before Dinner Gathering

Mess Call

Arrival of the Head Table

Dinner Course

Passing the Port

Toasts

Marches

~ Break ~

Coffee / Dessert

Speeches

Departure of the Head Table



Air Cadet Mess Dinner

The mess dinner is a ceremonial occasion when military personnel dine together formally and is one of the most important traditions of the Canadian Forces (CAF). In addition to educating cadets about an important CAF tradition, the mess dinner is also relevant because the basic rules of conduct observed are those of polite society.

Before Dinner Gathering

Cadets and guests are invited a half hour before the set time for dinner. During this period, members consult the seating plan and meet the guest of honour. During the gathering, all members pay their respects to the guest of honour providing this can be done without undue interruption to conversation with senior guests.

Introductions

All guests should be introduced by their escorts to as many of the other members present as feasible. When introducing oneself it is customary to say, "Mr. Bloggins, I would like to introduce myself. I am ____". If you don't know to whom you are speaking, it is customary to say, "Please let me introduce myself. My name is ____".

Mess Calls

A bugler or piper sounds a call at 15 minutes prior to dinner. This alerts guests to prepare to move to the dining room and to use the washroom before the start of the mess dinner. In the absence of a bugler or piper, the mess call may be verbal.

Seating Plans

A Mess Dinner seating plan is formally arranged and the plan is drawn up and displayed. Individual places are marked with a name card. Members must sit in their assigned seat; shifting of places is not permitted.

Marching In

Five minutes prior to the meal time the senior steward enters the anteroom and reports to the PMC, "Dinner is served, Sir/Ma'am". Members move to their assigned seat and stand behind their chair. When all members are in place, the PMC and guest of honour make their way into the dining room. If a band is present, they may play "*The Roast Beef of Olde England*". No one may take their seats before the PMC.

Grace

When all diners are seated the PMC raps the table for silence with a gavel. The PMC requests a member of the mess to say grace. If a Chaplain is present, they would give the grace.

Passing the Port

In an air mess, the decanters should be moved to the left, never being placed on the table. The only time the decanter should be placed on the table is when the decanter is emptied, needing to be refilled or replaced, or when it arrives back to the PMC / VPMC.

Loyal Toast

The PMC calls upon the VPMC to toast the Queen of Canada. For example, they may say, "Mr. Vice, The Queen of Canada", or "Monsieur le vice-president, La Reine du Canada". The Vice-President announces, in the other official language, "Ladies and gentlemen, The Queen of Canada" or, "Mesdames et messieurs, La Reine du Canada". Diners announce individually "The Queen / La Reine" and take the Loyal Toast. The loyal toast is given while standing.

Marches

Following the toasts, "*Royal Canadian Air Force*" is played. If any other elements are present, the band will play the appropriate march. A member only stands at attention for their own march.

Speeches

After the toasts and marches have been completed, the PMC may open the floor to speeches by special guests.

Departing the Dining Room

Upon completion of all mess functions, the PMC shall conclude the mess dinner with a rap of the gavel. All members will stand for the departure of the head table.

Dinner Etiquette

Keep elbows close to the sides at all times and never place them on the table.

Silverware or glasses must not be played with.

Silverware is laid out in the order in which it is to be used; the knives to the right of the plate and the forks to the left.

Bread must be broken with the fingers.

Never speak with food in the mouth or make gestures while utensils are in hands.

Never ask for anything that is not offered on the table such as butter, vinegar, or ketchup.

Tea or coffee should be sipped and the cup is replaced to the saucer between sips.

President of the Mess Committee (PMC)

The PMC is in absolute charge, regardless of rank or seniority. The PMC greets the guest of honour; escorts the guest of honour into the dining room, asks for grace to be said, levies fines against misbehaving members, begins passing the port, gives the loyal toast; dismisses for breaks, introduces the guest of honour; and escorts the guest of honour out of the dining room.

Vice-President of the Mess Committee (VPMC)

The VPMC assists the PMC in maintaining order during the Mess Dinner. They direct members to the dining room, pass on messages to the PMC from members, call the PMC's attention to any misbehaviour from other tables, begin passing the port, and assist in the Loyal Toast.

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ROLE OF THE PRESIDENT OF THE MESS COMMITTEE (PMC)

Greeting the Guest of Honour

The PMC shall meet the guest of honour in the foyer of the mess, escort them into the before-dinner gathering and introduce them to the attendees and guests.

Escorting the Official Host or Guest of Honour

A bugler / piper, when available, shall make the appropriate calls to announce dinner. Following the second call, the PMC shall escort the guest of honour to the head table. In the absence of a bugler / piper, the mess call may be verbal.

Grace

Once the chief steward has advised the Vice-President of the Mess Committee (VPMC) that everyone is present, the PMC shall rap the gavel and ask the chaplain, or a previously designated member (often the most junior member present), to say grace.

Passing the Port

The PMC will indicate that the port may be passed by pouring a small amount of port into a glass, tasting it, and passing the decanter to the left.

Saying the Loyal Toast

The PMC calls upon the VPMC to toast the Queen of Canada. For example, they may say, "Mr. Vice, The Queen of Canada", or "Monsieur le vice-president, La Reine du Canada". The Vice-President announces, in the other official language, "Ladies and gentlemen, The Queen of Canada" or, "Mesdames et messieurs, La Reine du Canada". Diners announce individually "The Queen / La Reine" and take the Loyal Toast.

Dismissing for Breaks

The PMC may decide that a short break is needed if lengthy after-dinner speeches and presentations are scheduled. The break may be given before or after the passing of the port. The PMC shall announce that the head table members will leave the dining room first for the break and give a duration for the break. At the end of the break, the PMC shall rap the gavel for attention.

Introducing the Guest of Honour

The PMC shall introduce the guest of honour and other head table guests at an appropriate time during the dinner. All speeches are given after the toasts after which the PMC will make any announcements appropriate to the occasion.

Misbehaviour and Fines

When misbehaviour or transgressions of the rules of order in the mess occur, the PMC may:

1. warn the diner;
2. order an apology;
3. order a performance;
4. order a fine;
5. order the person to leave the mess; or
6. order any other fine deemed acceptable.

A member coming late to dinner may have their excuse accepted, but be refused permission to dine. The member may also be fined.

The following guidelines apply to fines:

- Fines imposed on a guest must be paid by their host.
- Fines are paid after the toasts.
- A diner may call the PMC's attention to a misdemeanour, but would be wise to ask permission to repeat, or demonstrate the infractions of the rules as to avoid a fine.

When dinner is finished and the tables cleared the senior steward reports to the President, "Table cleared, Sir / Ma'am".

Departing the Dining Room

When all speeches have concluded, the PMC indicates the end of the dinner and leads the head table out of the dining room.

ROLE OF THE VICE-PRESIDENT OF THE MESS COMMITTEE (VPMC)

As VPMC of the mess dinner you will assist the President of the Mess Committee (PMC) in maintaining order and, depending upon your corps / squadron, will:

Maintain Order

The VPMC can assist the PMC by controlling the behaviour of the table leg for which they are responsible and calling attention to inappropriate behaviour from other legs. The VPMC can also suggest appropriate fines for inappropriate behaviour.

Directing the Attendees to the Dining Room

The VPMC shall ensure that all personnel move quickly into the dining room and take position as soon as all personnel have entered the dining room. The chief steward shall discretely advise the VPMC that everyone is present.

Pass on Messages to the President from Members

If a diner wishes to address the PMC, they should make their wish known to a VPMC who then raps the gavel for silence, stands, faces the PMC and asks permission for the member to address the PMC.

Call to the PMC's Attention any Misbehaviour from other Tables

It is the duty of the VPMC to assist the PMC in maintaining order and discipline. As such, the VPMC needs to be aware of the conduct of all members of the mess, not just the members of which they are responsible. If the VPMC notices any behaviour that they feel is against the order and etiquette expected, they should bring it to the attention of the PMC.

Begin Passing the Port

If there are multiple decanters of port, the VPMC may control the passing of the port to the members of which they are responsible. The VPMC passes the port to the left and stoppers the decanter once it has made its way around the table. The VPMC pour their port last.

Give the Loyal Toast

The PMC calls upon the VPMC to toast the Queen of Canada. For example, they may say, "Mr. Vice, The Queen of Canada", or "Monsieur le vice-president, La Reine du Canada". The Vice-President announces, in the other official language, "Ladies and gentlemen, The Queen of Canada" or, "Mesdames et messieurs, La Reine du Canada".

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ORGANIZE A MESS DINNER AIDE-MEMOIRE

DRESS. The mess dinner is traditionally a formal dinner. As such, members attending the mess dinner are dressed in formal attire. Members of the military would wear the Number 2 order of dress, called mess dress, and this is true for cadets as well. Check the applicable dress CATO for further clarification.

OFFICIAL HOST. The Official Host of the Mess Dinner shall normally be the Commanding Officer of the cadet corps / squadron or representative.

GUEST OF HONOUR. The Guest of Honour, if there is one, shall be escorted to the mess by the President of the Mess Committee (PMC). In the absence of a Guest of Honour, the Official Host may be used.

PMC GREETING. The PMC shall meet the Official Host and the senior guest in the foyer of the mess and shall escort them to the before-dinner gathering where they shall present them to the mess membership.

MESS CALL. A signal (bugler, piper, recorded music, verbal cue) shall call the assembly to dinner. The first call occurs 15 minutes prior to the start of dinner. The second call occurs 5 minutes prior to the start of dinner. Following the second call, the PMC shall escort the Official Host / Guest of Honour to the head table. The Vice-President of the Mess Committee (VPMC) shall ensure that all personnel move quickly into the dining room and shall take their position as soon as all personnel have entered the dining room. Once assembled personnel have taken their position behind their respective seats, the VPMC informs the PMC that everyone is present. At that point the PMC shall rap his/her gavel and ask the previously designated member (quite often the most junior member present), to say grace. At the completion of grace, all shall be seated.

INTRODUCTION BY PMC. At the beginning of the dinner after everyone is seated the PMC shall introduce the head table.

DINNER ETIQUETTE. The mess dinner is a time to appreciate the fellowship and conversation of fellow personnel and guests, to enjoy good food and to enjoy relaxed formality in an elegant setting. Diners should not display immature or offensive behaviour.

FINES. If members behave in an immature or offensive manner they may be fined. If not taken to an extreme this can be an entertaining part of a mess dinner. Fines are imposed for members who break, bend, or knowingly conceal a breach of mess rules by another member.

Fines levied against an individual may vary:

- dismissal from the mess;
- apology;
- performance;
- warning; or
- any other fine deemed acceptable by the President.

BREAK. On occasions where lengthy after-dinner formalities such as speeches and presentations are scheduled, the PMC may decide that a short break is needed which, at their discretion, may occur before or after the passing of the Port depending on the number and length of speeches and the number of diners in attendance. At the end of the break, the PMC shall rap the gavel for attention.

PASSING THE PORT. After the last course has been served and the tables have been cleared or after the break, decanters shall be placed on the tables. The Mess Manager or person acting as Chief Steward shall indicate to the PMC that the Port is ready to be passed. At that point the stoppers shall be removed, and the PMC will indicate that the Port may be passed by pouring a small amount of Port into their glass, tasting it, and passing the decanter to the left. The passing of the port shall be done in accordance with elemental tradition. Once Port has been poured into the glass, it shall not be touched until it is time for the Loyal Toast.

ALCOHOLIC BEVERAGES. As per regulation, alcoholic beverages shall not be served at the mess dinner. Grape juice shall be used to uphold the tradition of passing the Port. All references to Port in this document refer to Grape Juice.

LOYAL TOAST. When the Mess Manager, or person acting as Chief Steward, has indicated to the PMC that all have been served Port, the PMC shall rap the gavel for attention, all conversation shall cease, the PMC shall rise, and shall announce to the Vice-PMC, either, "Mr. Vice, The Queen of Canada", or "Monsieur le vice président, La Reine du Canada". The Vice-PMC will then rise and announce in the other official language, "(ladies and) gentlemen, The Queen of Canada" or, "(Mesdames et) messieurs, La Reine du Canada", as appropriate. At that point all personnel and guests shall rise and shall pick up their glass of Port and hold it at waist level announcing individually, in French or English, "The Queen"/"La Reine", and take the Loyal Toast. Glasses shall be lowered to the table, and the assembly shall be seated. It is important to note that it is naval tradition to remain seated for the loyal toast.

DEPARTING THE DINING ROOM. When all speeches have been concluded and the Official Host has indicated to the PMC that it is time to depart the dining room, all in attendance shall rise and remain standing until the Official Host, Senior Guest, PMC, and head table guests have moved from the dining room.

SEATING ARRANGEMENT. The tables of the mess dinner can be arranged in many ways. They may be arranged as a long table or a head table with several legs. The seating of the PMC and VPMC may also vary. Below are some examples of seating arrangements.

When placing members at tables, it is important to have a mix of ranks at each table. Whenever possible, genders should be mixed. Tables should be filled from the head table towards the end of the leg and there should never be empty place settings. If a member is unable to attend, their place setting should be removed and the remaining members should spread to fill in the empty space.

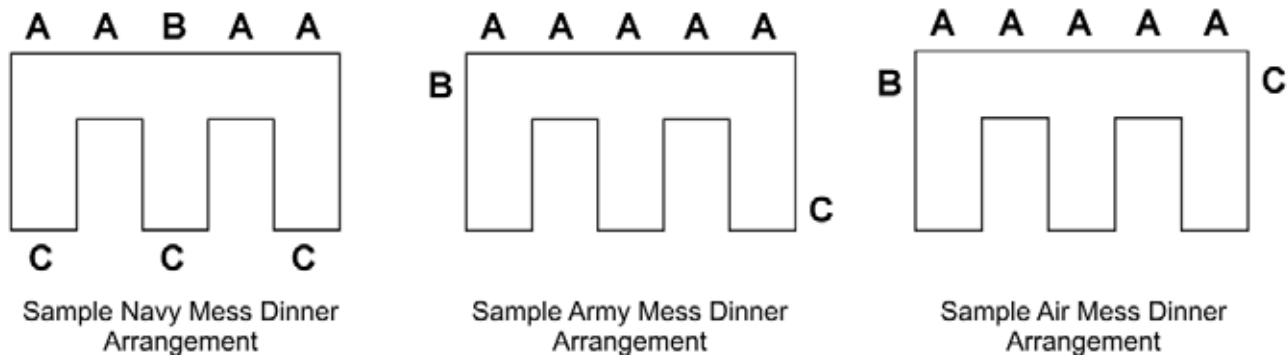


Figure F-1 Sample Elemental Dinner Arrangements

Symbol	Meaning
A	Invited Guests
B	President of the Mess Committee
C	Vice President of the Mess Committee

PLACE SETTINGS. Traditionally, mess dinners are a formal occasion with formal place settings. A variety of utensils may be used. Diners should use utensils starting with the utensils on the outside. Utensils are changed with each course of the meal.

A variety of glasses may also be used. Each glass has a specific purpose. As there will be no alcohol served during the dinner, it is acceptable to only use one glass.

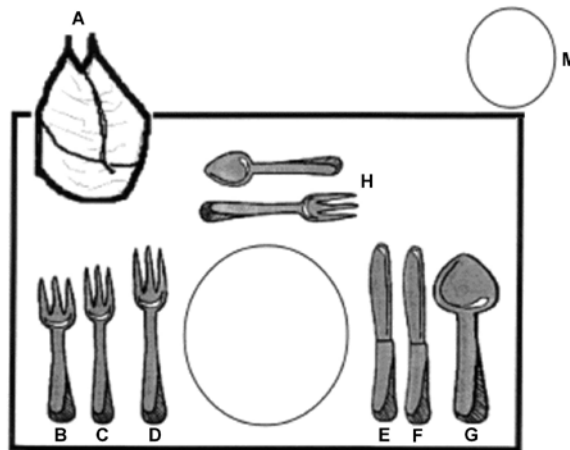


Figure F-2 Table Setting

Napkin and Dinner Roll (Item A)

The napkin and dinner roll will be placed on the table at the place setting prior to diners taking their seats.

Salad Fork (Item B)

The first course is either a mixed green or fruit salad. Eat the salad with the salad fork found on the extreme left of the dinner plate. No knife is to be used with the salad. If the salad cannot be picked up with the fork it must be left on the plate. Do not push food onto the fork with fingers.

While eating the appetizer, the fork should be laid at a 45-degree angle from the centre of the plate to indicate to the steward the meal is not completed. When the course is completed, the fork is placed at a six o'clock on the plate to indicate to the steward the meal is complete.

Soup Spoon (Item G)

Eat the soup with the soup spoon found on the extreme right of the dinner plate. Soup is always taken from the side of the spoon. The motion of the spoon should be from the front to the back of the bowl. Never tip the bowl to get the last drop or blow on the soup to cool it.

While eating the soup, the spoon should be laid at a 45-degree angle from the centre of the bowl to indicate to the steward the meal is not completed. When the course is completed the spoon is placed at a six o'clock in the bowl to indicate to the steward the meal is complete.

Fish Fork and Knife (Items C and F)

Use the fish knife found on the extreme right and the middle fork to eat the fish course. Place the knife in the right hand and the fork in the left. A left-handed person may reverse the cutlery. While eating the fish, the fork and knife should be laid at a 45-degree angle from one another from the centre of the plate to indicate to the steward the meal is not completed. When the course is completed the fork and knife are placed together at a 45-degree angle from the centre of the plate to indicate to the steward the meal is complete.

Dinner Fork and Knife (Items D and E)

Use the last set of cutlery on either side of the plate to eat the main course. The cutlery is held in the same way as the fish course. Never pick up the meat with the hands. Only eat what can be cut with the knife and fork.

While eating the main course, the fork and knife should be laid at a 45-degree angle to one another from the centre of the plate to indicate to the steward the meal is not completed. When the course is completed the fork and knife are placed together at a 45-degree to indicate to the steward the meal is complete.

Dessert Service (Item H)

The last course is dessert. There are two pieces of cutlery laid out for dessert found at the top of the place setting. It is only necessary to use one. The dessert is the end of the meal, but not the end of the dinner. While eating the desert, the spoon or fork should be laid at a 45-degree angle to indicate to the steward the meal is not completed. When the course is completed the spoon or fork is placed at six o'clock on the plate to indicate to the steward the meal is complete.

Water Glass (Item M)

Water will be served to all members prior to the start of the dinner.



**COMMON TRAINING
ALL TRAINING LEVELS
INSTRUCTIONAL GUIDE
CANADIAN ARMED FORCES
(CAF) FAMILIARIZATION**



SECTION 5

EO MX20.01E – ATTEND A CAF PRESENTATION

Total Time:

One session (3 Periods) = 90 min

THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-801/PG-001, ROYAL CANADIAN AIR CADETS PROFICIENCY LEVEL ONE QUALIFICATION STANDARD AND PLAN.

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**COMMON TRAINING
ALL TRAINING LEVELS
INSTRUCTIONAL GUIDE
CANADIAN ARMED FORCES
(CAF) FAMILIARIZATION**



SECTION 6

EO MX20.01F – ATTEND A CAF COMMEMORATIVE CEREMONY

Total Time:

One session (3 periods) = 90 min

THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-801/PG-001, ROYAL CANADIAN AIR CADETS PROFICIENCY LEVEL ONE QUALIFICATION STANDARD AND PLAN.

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**COMMON TRAINING
ALL TRAINING LEVELS
INSTRUCTIONAL GUIDE
CANADIAN ARMED FORCES
(CAF) FAMILIARIZATION**



SECTION 7

EO MX20.01G – PARTICIPATE IN CAF FAMILIARIZATION VIDEO ACTIVITIES

Total Time:

One session (3 periods) = 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

This IG supports EO MX20.01G (Participate in CAF Familiarization Video Activities) located in A-CR-CCP-801/PG-001, *Royal Canadian Air Cadets Proficiency Level One Qualification Standard and Plan*, Chapter 4.

Instructors may choose their own CAF Familiarization video and create their own fun and interactive activities, or choose a video from the following list:

- *A War Of Their Own – The Canadians in Sicily and Italy – Part 1* (60 minutes),
- *A War Of Their Own – The Canadians in Sicily and Italy – Part 2* (60 minutes),
- *Operation Apollo – The Canadian Navy in the War Against Terrorism, 2001-2003* (30 minutes),
- *The Boys of Kelvin High – Canadians in Bomber Command – Part 1* (60 minutes),
- *The Boys of Kelvin High – Canadians in Bomber Command – Part 2* (60 minutes),
- *The Van Doos in Afghanistan* (45 minutes), and
- *The International Fleet Reviews of The Canadian Navy Centennial 2010* (22 minutes).

Photocopy the applicable video question page, located at Annex A, for each cadet or prepare your own. Answer pages are located at Annex B.

Gather the required resources:

- video equipment (eg, television, DVD player, tablet, laptop, speakers),
- video, and
- any other resources required as per the selected activity.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for this lesson as it is a fun and interactive way to build on the cadets' knowledge of the CAF.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this session the cadets shall have watched a CAF Familiarization video.

IMPORTANCE

It is important for cadets to watch a CAF video as a part of stimulating an interest in the sea, land and air activities of the CAF.

ACTIVITY

1. Conduct an introductory activity to ascertain the cadets' knowledge of the topic of the video they will be watching. Check the suggested activities instructor box below for activities. Introductory activities should cover the following:
 - (a) the significance of the video(s) being watched, or
 - (b) the role of the CAF in the video.
2. Distribute the applicable video question page located at Annex A and provide any additional details to the cadets.
3. Have the cadets watch the video.
4. Conduct a debriefing and have the cadets reflect on what they saw and how it affected their perceptions of the CAF. Check the suggested follow-up activities box below for activities.



SUGGESTED INTRODUCTORY ACTIVITIES

Brainstorm. As a large group or in smaller groups, have the cadets list what they know about the video topic (eg, WW II Bombers). If the video topic is not well-known, prepare questions that may help stimulate the cadets' thinking (eg, What was the role of Bomber Command? Where were the bombers located? How many crew were in a bomber?). If conducted as a large group, write down key words in a thought web as the cadets brainstorm.

Think – Pair – Share. Have the cadets individually think about and list what they know about the video topic (eg, Operation Apollo). Have the cadets share what they know about the video topic with a partner. Invite the cadets to share what they learned from their partner with the larger group.

KWL Chart. Have the cadets complete a chart with three columns:

- what they **K**now about the video topic (eg, the International Fleet Review),
- what they **W**ant to know about the video topic, and
- what they have **L**earned about the video topic (to be completed after watching the video as part of the follow-up activity).



SUGGESTED FOLLOW-UP ACTIVITIES

Highlights. Have the cadets individually list the three most interesting or surprising things they learned from watching the video. Have the cadets share and discuss these highlights with a partner or in small groups. If time permits, invite cadets to share highlights with the larger group.

Cadets' Questions. Have the cadets write a question they have after watching the video. In other words, what more would they like to learn about this topic? Answer the cadets' questions or challenge them to find out the answer to their own question prior to the next session.

Activity Leader's Questions. Have the cadets respond to thought-provoking questions about the video topic. For example, if the video topic is Operation Apollo, questions could include: How did the Canadian Government's resolution to not become involved in the offensive operations in Iraq affect the Canadian ships in the Persian Gulf. Do you agree with the Government's decision? Why?

CONCLUSION

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for cadets to have an understanding of the sea, land and air activities of the CAF.

INSTRUCTOR NOTES / REMARKS

There are potential leadership opportunities for cadets when conducting CAF Familiarization video activities:

- Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the session as a leadership project IAW PO 503 (Lead Cadet Activities); and
- Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Levels Five cadets may complete leadership assignments IAW POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities), such as leading a CAF Familiarization video activity.

REFERENCES

DVD Video Chadderton, H. C. (Producer) (2000). *A war of their own: The Canadians in Sicily and Italy*. Ontario: The War Amps of Canada.

DVD Video Gimblett, R. H. (Author) (2004). *Operation Apollo: The Canadian navy in the war against terrorism – 2001-2003*. Canada: Magic Light Publishing.

DVD Video H. Chadderton, H. C. (Producer) (2005). *The boys of Kelvin High: Canadians in bomber command*. Ontario: The War Amps of Canada.

DVD Video Guilmain, C. (Director) (2012). *The van doos in Afghanistan*. National Film Board of Canada.

DVD Video (2010). *The international fleet reviews of The Canadian navy centennial 2010*. Canada: Department of National Defence.

The Boys of Kelvin High
The End of the Beginning
Questions - Part 1

Run Time: 57 min 30 sec

Outline: A remarkable story of those who flew in mighty bombers night after night. Against great adversity, they pressed on in a relentless drive to defeat Hitler's Nazi regime. *The End of the Beginning* follows the airmen through training, crewing up, the Battle of the Ruhr and the Dambusters Raid.

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 8:00 – A Lancaster Crew that "goes for the chop?" has been

_____.

2. 14:00 – From the list below, circle five of the jobs that recruits may have been chosen for at Number 1 Air Training School in 1940:

Pilot	Navigator	Mechanic	Stewart
Bomb Aimer	Wireless Operator	Gunner	

3. 20:25 – Canadian's accounted for _____% of British Bomber Crews.

4. 29:10 – The head mechanic was often called _____.

5. 33:35 – What is the traditional meal that flight crews eat before departing on a mission?

_____ and _____.

6. 40:00 – Pathfinders bomber crews were:

7. 49:45 – The Squadron in Bomber Command who raided German hydro-electric dams in May 1943 were called the _____.

***The Boys of Kelvin High
Press on Regardless
Questions - Part 2***

Run Time: 57 min 30 sec

Outline: A remarkable story of those who flew in mighty bombers night after night. Against great adversity, they pressed on in a relentless drive to defeat Hitler's Nazi regime. *Press on Regardless* continues to explore the experiences and dangers faced by the air crews in raids such as Peenemunde and the Battle of Berlin.

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 08:50 – An accurate radar pulse system named "Oboe" was used primarily in the _____ aircraft.
2. 10:00 – Metal or aluminum foil strips dropped from an aircraft are called _____.
3. 12:20 – Bomber crews were greatly concerned by German "flack" guns which could often hit targets as high as _____ feet in the air.
4. 17:00 – In March 1943, British Intelligence became aware of a secret German long range pilotless _____ called V1 and V2.
5. 27:55 – More than 50% of those who flew with _____ were killed, wounded or taken prisoner.
6. 28:05 – The average life expectancy of an aircraft crew was about _____ sorties.

A War of Their Own
Questions - Part 1

Run Time: 60 min

Outline: The story showing how the Canadians in Sicily and Italy faced tremendous odds never before experienced by the Canadian Army and developed innovative techniques to fight in an inhospitable terrain against an experienced enemy force during almost two years of steady fighting.

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 06:00 – Why was awarding Corporal Huron Brant a medal significant?

First battle in Sicily	Aboriginal Status
German Background	Entrance into Rome

2. 16:00 – CAF Engineers' creativity was commended by international militaries for learning how to _____ landmines.

3. 21:00 – Where did multiple trades and branches (army, navy, air force) of the CAF work together for a decisive victory?

Victoria	Maples
Bell Island	Messina

4. 24:00 – What famous battle tactic did Canadian Colonel Cy Neroutsos receive credit for, which replaced the British system of the 'Creeping Barrage'?

5. 50:00 – Name the strategy created by Canadians, during the battle of Ortona, which protected CAF members from being exposed to danger on the streets?

***A War of Their Own
Questions - Part 2***

Run Time: 60 min

Outline: A story paying tribute to the 1st and 5th Canadian Divisions and the 1st Canadian Armoured Brigade which formed the spearhead into the heart of Europe and held down 20 German divisions that otherwise would have been able to defend Northern Italy. The Canadians in Italy, in a questionable jest, were called the D-Day Dodgers.

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 04:00 – What was the name of the secret commando unit breaking across the mountainous Hitler Line toward Rome?

First Special Service Force	Airborne
Joint Task Force 2	Canadian Special Operations Regiment

2. 13:00 – Circle the regiments which were involved in breaking the Gustav Line?

Toronto 48 th Highlanders	3 Rivers Regiment
Royal Canadian Regiment	Royal 22 nd Van Doos

3. 20:00 – The Canadian _____ Sisters played an important role for women wishing to contribute to supporting the combat troops.

4. 30:00 – Troops fighting in the Italian campaign became known as D-Day dodgers. In which country did they not fight?

5. 44:00 – Which CAF trooper, from the Seaforth Highlanders, earned the Victoria Cross during the battle of Savio for destroying 2 tanks and repelling the accompanying infantry?

The Van Doos in Afghanistan
Questions

Run Time: 45 min

Outline: In this documentary, we hear directly from soldiers serving in the Royal 22^e Régiment. Members of the regiment were filmed in the field in March 2011, during their deployment to Afghanistan. They speak with ease and a rare candour about themselves and their work, whether out on patrol or performing their duties at the base. The films images and interviews bring home the complexity of the issues on the ground and shed light on the little understood experiences of the men and women who served in Afghanistan.

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 01:00 – In which Afghan district did the Van Doos conduct their operations?

Kandahar	Kabul	Panjwai	Helmand
----------	-------	---------	---------

2. 12:00 – The CAF often carried out tasks to provide _____ project security.

3. 20:00 – What trade was the injured CAF member who delegated commands to carry out the required task?

Infantry	Medic
Logistics	Sailor

4. 28:00 – What is the motto that the Van Doos use to describe their approach in Afghanistan?

5. 34:00 – What was Private Stephane Perreault's civilian occupation before enlisting in the CAF?

***The International Fleet Reviews of the
Canadian Navy Centennial
Questions***

Run Time: 22 min

Outline: In this documentary, the Royal Canadian Navy looked at their first century as a national institution, commemorating and celebrating 100 years of naval service, while committing themselves anew to the second century upon which they have just embarked.

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 3:45 – The 18 ships of the Pacific Fleet were reviewed by Her Excellency the _____ of Canada, Michaëlle Jean.
2. 5:40 – HMCS _____ carried the Governor General during the Pacific Fleet Review.
3. 8:50 – The review culminated with an Air Force display by 413 Squadron, who are commonly known as The _____.
4. 10:40 – Her Majesty Queen Elizabeth II, of _____ arrived during the afternoon of June the 29th.
5. 12:40 – During the Atlantic Fleet Review, the saluting guns were fired by crews from HMCS Halifax and local _____.
6. 14:40 – Nearly _____ Canadian and allied ships attended the Fleet Review in Halifax.
7. 20:50 – The Royal Canadian Navy presented a sovereign sword to Her Majesty The Queen. The sword will remain in _____ to be carried by the officer in charge of the colour guard when ever The Queen's colour is paraded.

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***The Boys of Kelvin High
Press on Regardless
Answers - Part 2***

Run Time: 57min 30 sec

Outline: A remarkable story of those who flew in mighty bombers night after night. Against great adversity, they pressed on in a relentless drive to defeat Hitler's Nazi regime. *Press on Regardless* continues to explore the experiences and dangers faced by the air crews in raids such as Peenemunde and the Battle of Berlin.

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 08:50 – An accurate radar pulse system named "Oboe" was used primarily in the MOSQUITO aircraft.
2. 10:00 – Metal or aluminum foil strips dropped from an aircraft are called WINDOW.
3. 12:20 – Bomber crews were greatly concerned by German "flack" guns which could often reach as high as 10 000 – 11 000 feet in the air.
4. 17:00 – In March 1943, British Intelligence became aware of a secret German long range pilotless BOMB OR ROCKET called V1 and V2.
5. 27:55 – More than 50 % of those who flew with BOMBER COMMAND were killed, wounded or taken prisoner.
6. 28:05 – The average life expectancy of an aircraft crew was about 14 sorties.

**War of Their Own
Answers - Part 1**

Run Time: 60 min

Outline: The story showing how the Canadians in Sicily and Italy faced tremendous odds never before experienced by the Canadian Army and developed innovative techniques to fight in an inhospitable terrain against an experienced enemy force during almost two years of steady fighting.

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 06:00 – Why was the awarding of Cpl Huron Brant a medal significant?

First battle in Sicily

Aboriginal Status

German Background

Entrance into Rome

2. 16:00 – CAF Engineers' creativity was commended by international militaries for learning how to DEFUSE landmines.

3. 21:00 – Where did multiple trades and branches (army, navy, air force) of the CAF work together for a decisive victory?

Victoria

Maples

Bell Island

Messina

4. 24:00 – What famous battle tactic did Canadian Colonel Cy Neroutsos receive credit for, which replaced the British system of the 'Creeping Barrage'?

JOCK COLUMN

5. 50:00 – Name the strategy created by Canadians, during the battle of Ortona, which protected CAF members from being exposed to danger on the streets?

MOUSE HOLING

***A War of Their Own
Answers - Part 2***

Run Time: 60 min

Outline: A story paying tribute to the 1st and 5th Canadian Divisions and the 1st Canadian Armoured Brigade which formed the spearhead into the heart of Europe and held down 20 German divisions that otherwise would have been able to defend Northern Italy. The Canadians in Italy, in a questionable jest, were called the D-Day Dodgers.

Answer the following questions while watching the movie. Questions are drawn directly from the movie. Each question includes the time stamp where the answer can be found.

1. 04:00 – What was the name of the secret commando unit breaking across the mountainous Hitler Line toward Rome?

First Special Service Force Airborne

Joint Task Force 2 Canadian Special Operations Regiment

2. 13:00 – Circle the regiments which were involved in breaking the Gustav Line?

Toronto 48th Highlanders **3 Rivers Regiment**

Royal Canadian Regiment **Royal 22nd/ Van Doos**

3. 20:00 – The Canadian _____ **NURSING** _____ Sisters played an important role for women wishing to contribute to supporting the combat troops.

4. 30:00 – Troops fighting in the Italian campaign became known as D-Day dodgers. In which country did they not fight?

FRANCE

5. 44:00 – Which CAF trooper, from the Seaforth Highlanders, earned the Victoria Cross during the battle of Savio for destroying 2 tanks and repelling the accompanying infantry?

PRIVATE EARNEST “SMOKEY” SMITH

***The International Fleet Reviews of the
Canadian Navy Centennial
Answers***

Run Time: 22 min

Outline: In this documentary, the Royal Canadian Navy looked at their first century as a national institution, commemorating and celebrating 100 years of naval service, while committing themselves anew to the second century upon which they have just embarked.

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 3:45 – The 18 ships of the Pacific Fleet were reviewed by Her Excellency the GOVERNOR GENERAL of Canada, Michaëlle Jean.
2. 5:40 – HMCS ALGONQUIN carried the Governor General during the Pacific Fleet Review.
3. 8:50 – The review culminated with an Air Force display put on by 413 Squadron, who are commonly known as The SNOWBIRDS.
4. 10:40 – Her Majesty Queen Elizabeth II, of CANADA arrived during the afternoon of June the 29th.
5. 12:40 – During the Atlantic Fleet Review, the saluting guns were fired by crews from HMCS Halifax and local SEA CADETS.
6. 14:40 – Nearly 30 Canadian and allied ships attended the Fleet Review in Halifax.
7. 20:50 – The Royal Canadian Navy presented a sovereign sword to Her Majesty The Queen. The sword will remain in CANADA to be carried by the officer in charge of the colour guard when ever The Queen's colour is paraded.

**Operation Apollo
Answers**

Run Time: 30 min

Outline: Operation Apollo explains Canada's naval contribution to the international campaign against terrorism in the aftermath to the September 11, 2001 terrorist attacks in the U.S. This short documentary shows how the Canadian Navy mobilized, with one ship at first, growing to six ships and 1,500 navy personnel at the height of the operation. While deployed, ships participated in force-protection operations, fleet-support operations, leadership interdiction operations, and maritime interdiction operations. Canadian Naval Boarding personnel hailed more than 10,000 ships and conducted more than 260 boardings - almost 60 percent of the entire coalition fleet's boardings.

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 1:20 – Vice-Admiral RON BUCK, the head of the Canadian Navy, issued orders to assemble a Canadian Task Group soon after the September 11, 2001 attacks.
2. 5:05 – Small wooden hull ships, called DUOES, are difficult to detect with radar and are thought be packed with explosives.
3. 10:35 – HMCS Algonquin captured two al-Qaeda terrorists who were traveling in the following type of boat:

hutch	go fasts	destroyer
-------	-----------------	-----------
4. 17:42 – HMCS IROQUOIS had to return back to Halifax because its HELICOPTER was damaged.
5. 21:10 – There is no doubt in Commodore Girard's mind that the Strait of Hormuz was SAFER for the Canadian Fleet being there.

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COMMON TRAINING
ALL TRAINING LEVELS
INSTRUCTIONAL GUIDE
CANADIAN ARMED FORCES
(CAF) FAMILIARIZATION



SECTION 8

EO MX20.01H – PARTICIPATE IN CAF FAMILIARIZATION LEARNING STATIONS

Total Time:

One session (3 periods) = 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

This IG supports EO MX20.01H (Participate in CAF Familiarization Learning Stations) located in A-CR-CCP-801/PG-001, *Royal Canadian Air Cadets Proficiency Level One Qualification Standard and Plan*, Chapter 4.

Select learning stations as per chart.

Topic	Learning Station	Self-Directed	Instructor Led	15 min	30 min	60 min
CAF History	Annex A	CAF History – Timeline		X		X
	Annex B	CAF History – Canada Remembers		X		X
	Annex C	CAF History – Reflection Activity		X	X	
	Annex D	Battle of the Atlantic – Battleship Game	X			X
	Annex E	Battle of Vimy Ridge – Battletank Game	X			X
	Annex F	Battle of Britain – Battleplane Game	X			X
	Annex G	Battle of the Atlantic		X		X
	Annex H	Battle of Vimy Ridge		X		X
	Annex I	Battle of Britain		X		X
	Annex J	British Commonwealth Air Training Plan		X		X
Roles of the CAF	Annex K	Roles of the CAF		X		X
	Annex L	Roles of the CAF – Defending Canada		X		X
	Annex M	Roles of the CAF – Defending North America	X	X	X	
	Annex N	Roles of the CAF – Contributing to International Peace and Security	X	X	X	

Topic		Learning Station	Self-Directed	Instructor Led	15 min	30 min	60 min
Current CAF	Annex O	CAF Six Core Missions		X			X
	Annex P	Current CAF		X			X
	Annex Q	DART and DTAL	X	X		X	
CAF Careers	Annex R	CAF Careers	X	X	X		
	Annex S	Life in the Royal Canadian Navy, Royal Canadian Air Force or Canadian Army		X	X		
Contact a Deployed CAF Member	Annex T	Contact a Deployed CAF Member	X	X		X	

Plan and prepare activities as per Annexes A–T.

In addition to the suggested activities at Annexes A–T, activity leaders may choose to create their own interactive, challenging and fun activities.

Gather the required resources for the selected activities, as well as a stopwatch. Some learning stations require assistant instructors.

PRE-LESSON ASSIGNMENT

Nil.

INTRODUCTION

APPROACH

Learning stations were chosen for this lesson as they are a fun and interactive way to build on the cadets' knowledge of the CAF.

REVIEW

Nil.

OBJECTIVES

By the end of this session the cadets shall have gained a better understanding of the CAF through topics covered in the selected learning stations.

IMPORTANCE

It is important for cadets to participate in CAF familiarization learning stations to develop an understanding of the CAF and its history, role, and contributions within Canada and the international community. These learning stations also tie directly to the aim of the Cadet Program to stimulate the interest of youth in the sea, land and air activities of the CAF.

ACTIVITY

1. Divide the cadets into groups.
2. Arrange a system of rotation for groups to move through the stations. Explain the procedure for moving from one station to the next, the time allotted for each station and the signal to switch.

3. Assign each group to their first learning station.
4. Supervise and provide guidance where necessary.

CONCLUSION

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The learning stations develop an understanding of the CAF, its history, role, and contributions within Canada and the international community. By participating in these learning stations, you have become more aware of the sea, land and air activities of the CAF.

INSTRUCTOR NOTES / REMARKS

There are a number of resources available to make learning about the CAF interesting and interactive. Some of these include:

- Over The Top - an interactive adventure game that allows participants to experience life in the trenches during the First World War.
http://www.warmuseum.ca/cwm/games/overtop/index_e.shtml
- Armoured Warrior - an interactive game that is based on the experiences of the First Canadian Army in combat in the Second World War.
<http://www.civilization.ca/cwm/games/armwar/history.shtml>
- Canadian Military History Gateway - an online service providing access to websites and digitized resources about Canada's military history.
<http://www.cmhg.gc.ca/flash/index-eng.asp?t=1>
- Juno Beach Centre, Teacher Resources - a list of resources available from a variety of sources including activities, videos, audios, websites etc.
<http://www.junobeach.org/centre/english/education/plans.html>
- Canadian Armed Forces Imagery Gallery and the Canadian Forces Combat Camera - Combat camera is a direct link from the front line to the front page and the image gallery has photos from operations since 1990.
<http://www.combatcamera.forces.gc.ca/site/combat-camera-eng.asp>

There are numerous potential leadership opportunities for cadets when conducting these learning stations:

- Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the learning stations activity as a leadership project IAW PO 503 (Lead Cadet Activities); and
- Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Levels Five cadets may complete leadership assignments IAW POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities), such as leading a CAF familiarization learning station.

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CANADIAN ARMED FORCES (CAF) HISTORY

OBJECTIVE: This activity is designed to familiarize the cadets with aspects of the history of the CAF.

TIME: 30 min

TRAINING LEVEL: 1–2

PRE-ACTIVITY INSTRUCTIONS:

1. Assign an instructor to this activity.
2. Photocopy the Second Boer War, World War I, World War II and the Korean War sheets located at Appendix 2 and Statements for the History of the CAF Timeline located at Appendix 3.
3. Cut out the statements.
4. Gather the required resources:
 - (a) Whiteboard or flipchart,
 - (b) Markers, and
 - (c) Sticky tack or tape.
5. Draw the timeline as shown at Appendix 1 on a whiteboard or flipchart.

ACTIVITY INSTRUCTIONS:

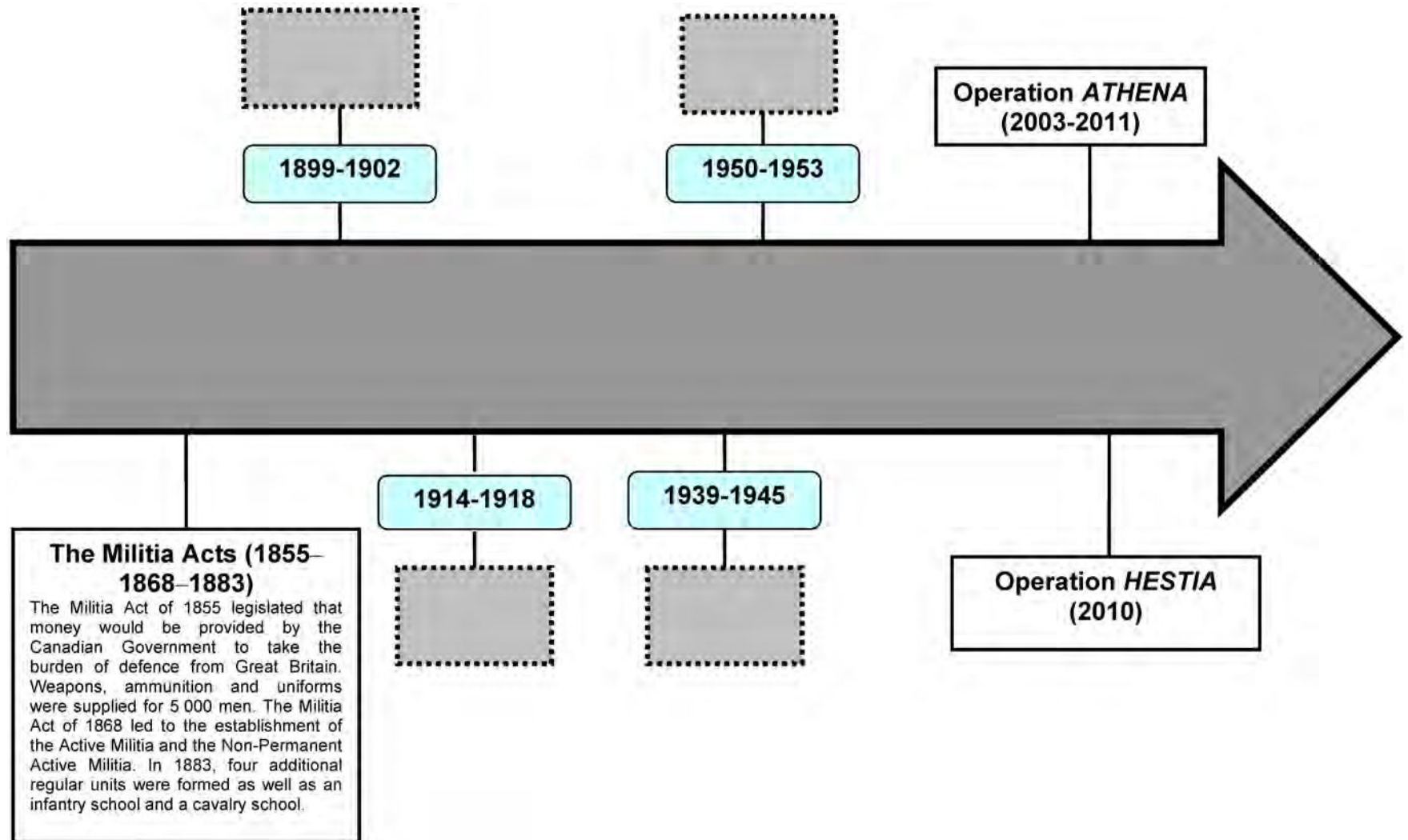
1. Have the cadets list what they know about CAF history on a whiteboard or flipchart. Prepare questions that may help stimulate the cadets' thinking (eg, In what wars has Canada participated? How many World Wars have there been?).
2. Have the cadets place the Second Boer War, World War I, World War II and Korean War sheets on the correct dates on the timeline. The answer key is located at Appendix 4.
3. Give a statement to each cadet.
4. Have the cadets place their statement with the correct event and element. The answer key is located at Appendix 5.
5. Have each cadet indicate one fact they learned about the history of the CAF.



For more information about the Second Boer War, World War I, World War II and the Korean War, visit the Veterans Affairs website : <http://www.veterans.gc.ca/eng/> > YOUTH & EDUCATORS > CANADIAN MILITARY HISTORY.

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HISTORY OF THE CAF TIMELINE



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Second Boer War



Canada's first overseas participation in a war. Of the 7 500 Canadians who served, 242 died. There were more casualties due to disease than military action. The Royal Canadian Regiment (RCR) received its first battle honour at Paarderburg, South Africa.

World War I



During World War I, the Federal Government decided to conscript young men. Of the 600 000 men who enlisted in World War I, 60 000 died and 172 000 were wounded.

World War II



The Dutch Royal family sought refuge in Canada while the Netherlands was occupied by Germany. Princess Juliana of the Netherlands, the heir to the throne, gave birth to her third child, Princess Margriet at the Ottawa Civic Hospital. To ensure Dutch citizenship, the Canadian Parliament passed a special law declaring the hospital room 'extraterritorial'. The day after the new princess was born, the Dutch flag was flown on the Peace Tower, the only time a foreign flag has ever flown atop Canada's Parliament Buildings.

The First Canadian Army was responsible for liberating much of the Netherlands from German occupation. To thank Canadians, the people of the Netherlands sent 100 000 hand-picked tulip bulbs to Canada, which were planted on Parliament Hill and along Queen Elizabeth Drive. The year after, Princess Juliana sent a gift of 20 000 tulip bulbs. Every year, Ottawa receives 10 000 tulip bulbs from the Dutch Royal family and plants them as a symbol of peace, freedom and international friendship.

Korean War



During the Korean War, Canada's contribution was larger than most United Nations (UN) countries, in proportion to its population. More than 22 000 Canadians served of which 300 died and 1 200 were wounded.

STATEMENTS FOR THE HISTORY OF THE CAF TIMELINE

At this time, the Royal Canadian Navy (RCN) was not yet established.

At this time, the Royal Canadian Air Force (RCAF) was not yet established.

Responding to an imperial plea, Prime Minister Wilfrid Laurier sent a Canadian contingent of about 1 000 Royal Canadian Regiment (RCR) soldiers overseas.

The Royal Canadian Navy played a minor role in the fighting at sea and was ineffective against the German threat, especially when U-boat activity started.

At the beginning of this war, Canada had neither pilots nor aircraft. At the end of this war, over 800 decorations were awarded to Canadian airmen. Three airmen, Major WA Bishop, Major R Collishaw and Major WG Baker, received the Victoria Cross (VC).

The Germans introduced and widely used poison gas during this war.

The Battle of the Atlantic happened during this war. This battle is commemorated every year on the first Sunday in May.

During this war, crews painted art on the noses of planes. It was a source of pride, inspiration, esprit de corps and good luck for the crew. At the time, Air Cadets received preliminary instruction and many of them served with distinction in operational squadrons.

Canadian soldiers participated in the Dieppe Raid. Over 900 Canadians were killed and almost 2 000 were captured. Canada was the only army to achieve its objective on D-Day during this war.

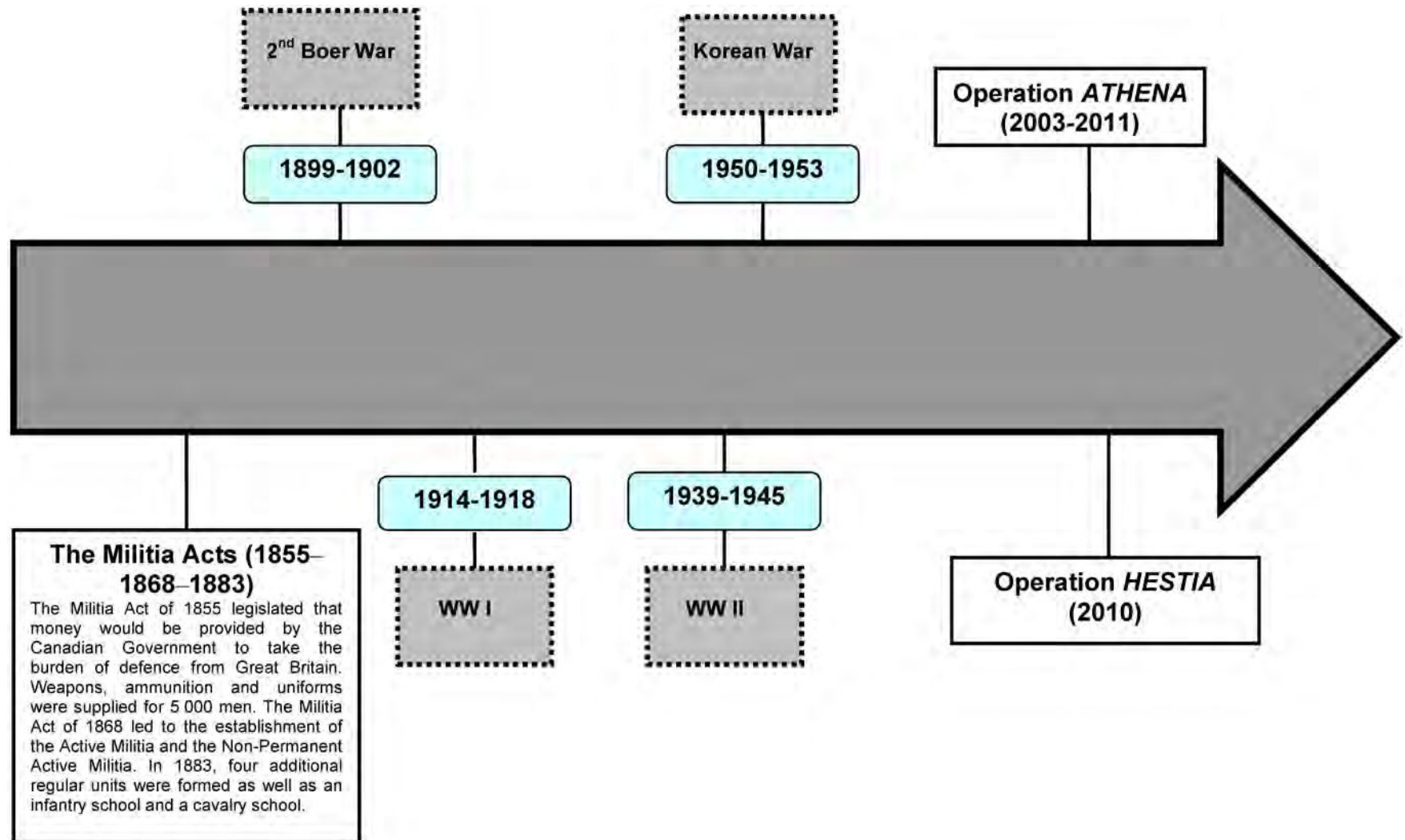
During this conflict, the Royal Canadian Navy was the first branch of the Canadian Armed Forces to provide aid.

During this combat, pilots officially destroyed at least nine hostile aircraft and damaged eight. They also destroyed several locomotives, railroad cars, and trucks.

During this conflict the 2nd Battalion of the Princess Patricia's Canadian Light Infantry (PPCLI) was awarded the United States Presidential Unit Citation and the Republic of Korea Presidential Unit Citation for their defence of the Kapyong Valley.

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HISTORY OF THE CAF TIMELINE – ANSWER KEY



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STATEMENTS FOR THE HISTORY OF THE CANADIAN FORCES TIMELINE – ANSWER KEY

At this time, the Royal Canadian Navy (RCN) was not yet established.	2nd Boer War Navy
At this time, the Royal Canadian Air Force (RCAF) was not yet established.	2nd Boer War Air
Responding to an imperial plea, Prime Minister Wilfrid Laurier sent a Canadian contingent of about 1 000 Royal Canadian Regiment (RCR) soldiers overseas.	2nd Boer War Army
The Royal Canadian Navy played a minor role in the fighting at sea and was ineffective against the German threat, especially when U-boat activity started.	WW I Navy
At the beginning of this war, Canada had neither pilots nor aircraft. At the end of this war, over 800 decorations were awarded to Canadian airmen. Three airmen, Major WA Bishop, Major R Collishaw and Major WG Baker, received the Victoria Cross (VC).	WW I Air
The Germans introduced and widely used poison gas during this war.	WW I Army
The Battle of the Atlantic happened during this war. This battle is commemorated every year on the first Sunday in May.	WW II Navy
During this war, crews painted art on the noses of planes. It was a source of pride, inspiration, esprit de corps and good luck for the crew. At the time, Air Cadets received preliminary instruction and many of them served with distinction in operational squadrons.	WW II Air
Canadian soldiers participated in the Dieppe Raid. Over 900 Canadians were killed and almost 2 000 were captured. Canada had the only army to achieve its objective on D-Day during this war.	WW II Army
During this conflict, the RCN was the first branch of the CAF to provide aid.	Korean War Navy
During this war, pilots destroyed nine hostile aircraft, and damaged eight. They also destroyed several locomotives, railroad cars, and trucks.	Korean War Air
During this conflict the 2nd Battalion of the Princess Patricia's Canadian Light Infantry (PPCLI) was awarded the United States Presidential Unit Citation and the Republic of Korea Presidential Unit Citation for their defence of the Kapyong Valley.	Korean War Army

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CANADIAN ARMED FORCES (CAF) HISTORY

OBJECTIVE: This activity is designed to familiarize the cadets with aspects of the history of the CAF.

TIME: 30 min

TRAINING LEVEL: 1–4

PRE-ACTIVITY INSTRUCTIONS:

1. Assign an instructor to this activity.
2. Print the *Canada Remembers Times* (2011) at <http://www.veterans.gc.ca> > ENGLISH > YOUTH & EDUCATORS > CANADA REMEMBERS TIMES NEWSPAPER > PAST EDITION > 2011 > PDF VERSION (http://www.veterans.gc.ca/public/pages/activities/youthcorner/crtimes/pdf/crtimes_2011.pdf) for each cadet.
3. Photocopy the Questions handout located at Appendix 1 and Key Word Sheet located at Appendix 2 for each cadet.
4. Gather the required resources:
 - (a) Pens / pencils,
 - (b) Highlighters, and
 - (c) Whiteboard or flipchart.



Another version of the *Canada Remembers Times* may be selected. Create a key word sheet and questions.

ACTIVITY INSTRUCTIONS:

1. Have the cadets list what they know about CAF History, honours, awards and major engagements / operations. Prepare questions that may help stimulate the cadets' thinking (eg, In what wars has Canada participated? How many World Wars have there been? In what North Atlantic Treaty Organization (NATO) or United Nations (UN) peacekeeping operations has Canada been involved?).
2. Provide each cadet with the *Canada Remembers Times* (2011), the Questions handout, the Key Word Sheet, pen and highlighter.
3. Have the cadets read the *Canada Remembers Times* (2011) and write the answers to the questions on the Key Word Sheet. The Key Word Sheet—Answer Key is located at Appendix 3.

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CANADA REMEMBERS TIMES (2011)

QUESTIONS

1. Which decoration did Lorne Green receive?
2. Who started as an Air Cadet and became the first woman to be part of the famous Snowbirds Precision Flying Team?
3. What is celebrated every year on July 1st?
4. What was the name of the Canadian hospital ship that was torpedoed off the coast of Ireland by a German submarine?
5. Which terrorist group hijacked four American airliners, attacking the World Trade Center and the Pentagon on September 11, 2001?
6. What was the nickname for Hill 355?
7. Who was the journalist that was killed by a roadside bomb south of Kandahar City in 2009?
8. Who died in 1950 and was posthumously awarded the Canadian Forces Medallion for Distinguished Service in 2010?
9. During World War II, Canadian reduced their consumption of food and goods. Meat, eggs, sugar, chocolate and _____ were a luxury.
10. Which was one of the bloodiest chapters of World War I?
11. Which building was dedicated to Canadians who died during World War I?
12. Where was 'Agent 50' born?
13. Who became the first widower to receive the Memorial Cross?
14. Who was known as 'Ronnie the Bren Gun Girl' during World War II?
15. During the Korean War, where did Léo Major lead a platoon that successfully repelled a massive enemy attack?
16. What kind of clearance were CAF members doing in Cambodia?
17. What did René Levesque do for the U.S. Army during World War II?
18. What were German submarines called during World War II?
19. Who was the first Canadian to be awarded the Royal Red Cross Medal?
20. In which war did Canadians serve between 1899 and 1902?
21. The Memorial Cup is awarded each year in which sport?

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KEY WORD SHEET – ANSWER KEY

1					O	r	d	e	r	o	f	C	a	n	a	d	a			
2					M	a	r	y	s	e	C	A	r	m	i	c	h	a	e	l
3										C	a	N	a	d	a	D	a	y		
4	L	I	a	n	d	o	v	e	r	y	C	A	s	t	l	e				
5						a	l	-	Q	a	e	D	a							
6					L	i	t	t	l	e	G	I	b	r	a	l	t	a	r	
7			M	i	c	h	e	l	l	e	L	A	n	g						
8		J	e	r	e	m	i	a	h	J	o	N	e	s						
9									C	o	f	F	e	e						
10											S	O	m	m	e					
11			P	e	a	c	e	T	o	w	e	R								
12									V	a	n	C	o	u	v	e	r			
13					J	a	s	o	n	B	E	a	n							
14		V	e	r	o	n	i	c	a	F	o	S	t							
15												H	i	l	l	3	5	5		
16						L	a	n	d	m	I	n	e							
17			W	a	r	c	o	r	r	e	S	p	o	n	d	e	n	t		
18							U	b	o	a	T	s								
19			G	e	o	r	g	i	n	a	P	O	p	e						
20					S	o	u	t	h	A	f	R	i	c	a	n	W	a	r	
21							H	o	c	k	e	Y								

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CANADIAN ARMED FORCES (CAF) HISTORY

OBJECTIVE: This activity is designed to familiarize the cadets with aspects of the history of the CAF.

TIME: 15 min

LEVEL: 1–2

PRE-ACTIVITY INSTRUCTIONS:

1. Assign an instructor to this learning station.
2. Gather the required resources:
 - (a) copies of the images located at Appendices 1–3,
 - (b) paper, and
 - (c) pens / pencils.



Images other than those provided may be used.

ACTIVITY INSTRUCTIONS:

1. Distribute the World War One image located at Appendix 1 to the cadets.
2. Have the cadets look at the image and reflect on it in silence for approximately 30 seconds.
3. Have the cadets respond to two or more of the following questions in writing individually:
 - (a) What are your initial thoughts about this image?
 - (b) What mood does this image convey?
 - (c) What do you know about this war?
 - (d) What does this image tell you about this war?
 - (e) Imagine you are the photographer—what else is going on around you?
4. Have the cadets share their responses to the questions with a partner.
5. Repeat Steps 1–4 for the images at Appendices 2 and 3.



For more information about the Second Boer War, World War I, World War II and the Korean War, visit the Veterans Affairs website: <http://www.veterans.gc.ca/eng/> > YOUTH & EDUCATORS > CANADIAN MILITARY HISTORY.

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Canadian Army advancing behind a British tank during the Battle of Vimy Ridge in 1917. The battle took place in France during World War I.



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



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



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BATTLE OF THE ATLANTIC

OBJECTIVE: The aim of this learning station is to familiarize the cadets with the Battle of the Atlantic.

TIME: 30 min

TRAINING LEVEL: 1–2

PRE-ACTIVITY INSTRUCTIONS:

1. This activity may be assigned an instructor or be self-directed by the cadets.
2. Photocopy the Battleship Board Game, located at Appendix 1, for each cadet.
3. Post the Battleship Rules, located at Appendix 2, at each station.
4. Photocopy Battleship Questions A, located at Appendix 3, for half the group and Battleship Questions B, located at Appendix 4, for the other half of the group.
5. Photocopy the Battle of the Atlantic handout, located at Appendix 5, for each cadet.
6. Gather the required resources:
 - (a) Pencils / Pens, and
 - (b) Highlighters.

ACTIVITY INSTRUCTIONS:

1. Divide the cadets into pairs.
2. Distribute the Battle of the Atlantic handout to each cadet.
3. Distribute the Battleship Questions A to one cadet and the Battleship Questions B to the other cadet.
4. Have the cadets read the Battleship Rules and play.



For more information about the Battle of the Atlantic, visit the Veterans Affairs website : <http://www.veterans.gc.ca/eng/> > YOUTH & EDUCATORS > CANADIAN MILITARY HISTORY > SECOND WORLD WAR > THE BATTLE OF THE ATLANTIC.

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Battleship Rules

- 1 Review the Battle of the Atlantic handout to make sure you are able to answer the questions.
- 2 You need two grids to play: Enemy Attacks and Your Attacks. On the Enemy Attacks grid, arrange your boats and record the enemy shots. On the Your Attacks grid, record your own shots.
- 3 Before the game starts, arrange your ships on the Enemy Attacks grid with a highlighter. Make sure each ship occupies the specified number of squares on the grid, as per the table below. They can be arranged horizontally or vertically, and only one ship can occupy a given square.

Type of ship	Size
Aircraft carrier	5 squares
Battleship	4 squares
Submarine	3 squares
Destroyer	3 squares
Patrol boat	2 squares

- 4 Once the ships have been positioned, the game can begin! For each turn, announce which square you are attacking and mark it on the Your Attack grid with a pen or a pencil. The squares are identified by a letter and a number. For example: 'I attack D3!'
- 5 Your partner announces whether or not the square is occupied by a ship and marks it on the Enemy Attacks grid.
- 6 Your partner picks a square and you tell them whether or not the square is occupied by a ship and mark it on the Enemy Attacks grid.
- 7 When all the squares for a ship have been filled, the cadet whose ship has been 'hit' will ask the other player the question associated with the specific ship. If correct, the cadet is awarded the 'hit'. The game continues until all the squares for the ships have been filled.

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Battleship Questions A

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



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Battleship Questions B

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



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Battle of the Atlantic



German Submarines

- Named U-boats.
- Took 30 seconds to dive.
- Capable of remaining at sea for at least 3 months.



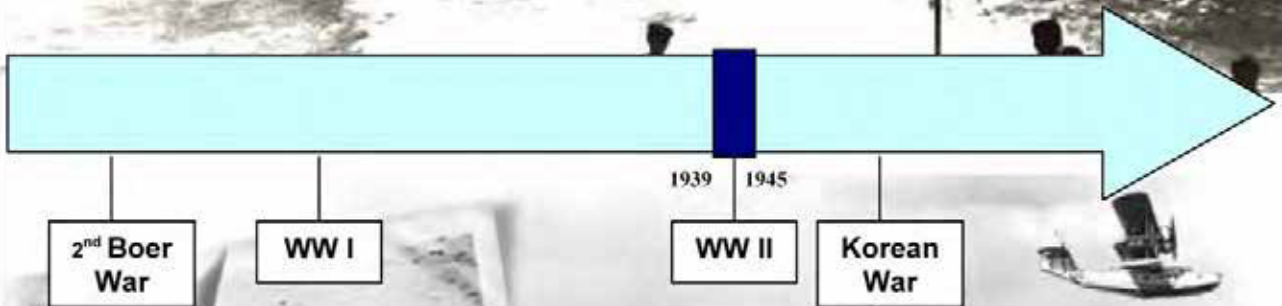
Tragic Loss

During the Battle of the Atlantic, approximately 2 000 members of the RCN lost their lives.



Royal Canadian Navy (RCN)

- The Battle of the Atlantic started September 1939.
- At the end of the war, the RCN had 373 fighting ships.
- In June 1941, over 500 000 tons of Allied cargo were lost to U-boats.
- During the BOA, 24 RCN vessels were sunk.
- Canadian aircraft and ships sank 50 U-boats during the Battle of the Atlantic.



2nd Boer War

WW I

1939

1945

WW II

Korean War



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BATTLE OF VIMY RIDGE

OBJECTIVE: The aim of this learning station is to familiarize the cadets with the Battle of Vimy Ridge.

TIME: 30 min

TRAINING LEVEL: 1–2

PRE-ACTIVITY INSTRUCTIONS:

1. This activity may be assigned an instructor or be self-directed by the cadets.
2. Photocopy the Battletank Board Game, located at Appendix 1, for each cadet.
3. Post the Battletank Rules, located at Appendix 2, at each station.
4. Photocopy Battletank Questions A, located at Appendix 3, for half the group and Battletank Questions B, located at Appendix 4, for the other half of the group.
5. Photocopy the Battle of Vimy Ridge handout, located at Appendix 5, for each cadet.
6. Gather the required resources:
 - (a) Pencils / Pens, and
 - (b) Highlighters.

ACTIVITY INSTRUCTIONS:

1. Divide the cadets into pairs.
2. Distribute the Battle of Vimy Ridge handout to each cadet.
3. Distribute the Battletank Questions A to one cadet and the Battletank Questions B to the other cadet.
4. Have the cadets read the Battletank Rules and play.



For more information about the Battle of Vimy Ridge, visit the Veterans Affairs website:
<http://www.veterans.gc.ca/eng/> > YOUTH & EDUCATORS > CANADIAN MILITARY HISTORY > FIRST WORLD WAR > THE BATTLE OF VIMY RIDGE.

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BATTLETANK BOARD GAME

Battle of Vimy Ridge



ENEMY ATTACKS												YOUR ATTACKS											
10																							
9																							
8																							
7																							
6																							
5																							
4																							
3																							
2																							
1																							
	A	B	C	D	E	F	G	H	I	J	K		A	B	C	D	E	F	G	H	I	J	K

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Battletank Rules

- 1 Review the poster to make sure you are able to answer the questions.
- 2 You need two grids to play: Enemy Attacks and Your Attacks. On the Enemy Attacks grid, arrange your vehicles and record the enemy shots. On the Your Attacks grid, record your own shots.
- 3 Before the game starts, arrange your vehicles on the Enemy Attacks grid with a highlighter. Make sure each vehicle occupies the specified number of squares on the grid, as per the table below. They can be arranged horizontally or vertically, and only one vehicle can occupy a given square.

Type of vehicle	Size
Tank	5 squares
Light Armoured Vehicle (LAV)	4 squares
Heavy Logistic Vehicle Weight (HLVW)	3 squares
Medium Logistic Vehicle Weight (MLVW)	3 squares
G Wagen	2 squares

- 4 Once the vehicles have been positioned, the game can begin! For each turn, announce which square you are attacking and mark it on the Your Attacks grid with a pen or a pencil. The squares are identified by a letter and a number. For example: 'I attack D3!'
- 5 Your partner announces whether or not the square is occupied by a vehicle and marks it on the Enemy Attacks grid.
- 6 Your partner picks a square and you tell them whether or not the square is occupied by a vehicle and mark it on the Enemy Attacks grid.
- 7 When all the squares for a vehicle have been filled, the cadet whose vehicle has been 'hit' will ask the other player the question associated with the specific vehicle. If correct, the cadet is awarded the 'hit'. The game continues until all the squares for the vehicles have been filled.

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Battletank Questions A

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



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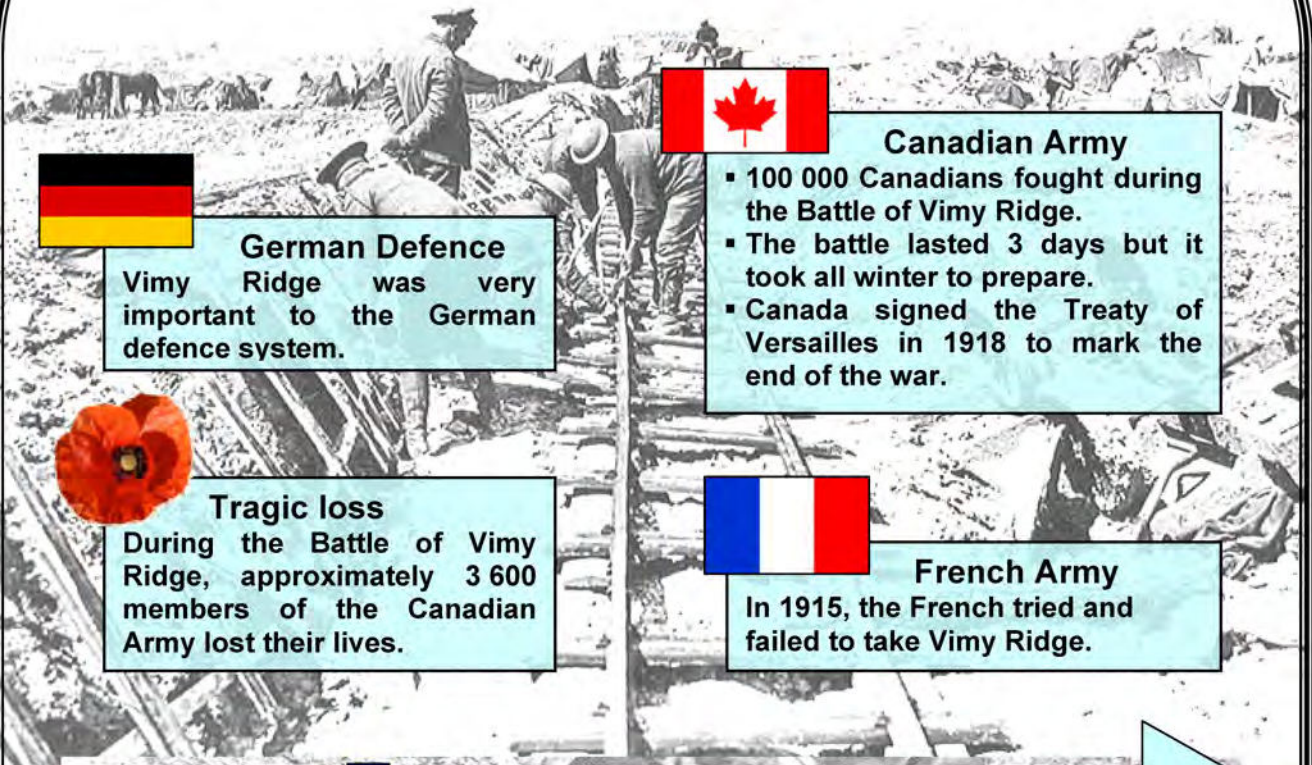
Battletank Questions B

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



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Battle of Vimy Ridge



German Defence
Vimy Ridge was very important to the German defence system.



Canadian Army

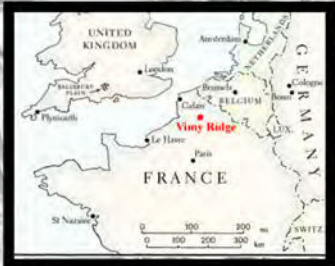
- 100 000 Canadians fought during the Battle of Vimy Ridge.
- The battle lasted 3 days but it took all winter to prepare.
- Canada signed the Treaty of Versailles in 1918 to mark the end of the war.



Tragic loss
During the Battle of Vimy Ridge, approximately 3 600 members of the Canadian Army lost their lives.



French Army
In 1915, the French tried and failed to take Vimy Ridge.



Map of Vimy Ridge



The Canadian National Vimy Memorial

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BATTLE OF BRITAIN

OBJECTIVE: The aim of this learning station is to familiarize the cadets with the Battle of Britain.

TIME: 30 min

TRAINING LEVEL: 1–2

PRE-ACTIVITY INSTRUCTIONS:

1. This activity may be assigned an instructor or be self-directed by the cadets.
2. Photocopy the Battleplane Board Game, located at Appendix 1, for each cadet.
3. Post the Battleplane Rules, located at Appendix 2, at each learning station.
4. Photocopy Battleplane Questions A, located at Appendix 3, for half the group and Battleplane Questions B, located at Appendix 4, for the other half of the group.
5. Photocopy the Battle of Britain handout, located at Appendix 5, for each cadet.
6. Gather the required resources:
 - (a) Pencil / Pen, and
 - (b) Highlighter.

ACTIVITY INSTRUCTIONS:

1. Divide the cadets into pairs.
2. Distribute the Battle of Britain handout to each cadet.
3. Distribute the Battleplane Questions A to one cadet and the Battletank Questions B to the other cadet.
4. Have the cadets read the Battleplane Rules and play.



For more information about the Battle of Britain, visit the Veterans Affairs website : <http://www.veterans.gc.ca/eng/> > YOUTH & EDUCATORS > CANADIAN MILITARY HISTORY > SECOND WORLD WAR > CANADA AND THE SECOND WORLD WAR > THE BATTLE OF BRITAIN.

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Battleplane Rules

- 1 Review the poster to make sure you are able to answer the questions.
- 2 You need two grids to play: Enemy Attacks and Your Attacks. On the Enemy Attacks grid, arrange your planes and record the enemy shots. On the Your Attacks grid, record your own shots.
- 3 Before the game starts, arrange your planes on the Enemy Attacks grid with a highlighter. Make sure each plane occupies the specified number of squares on the grid, as per the table below. They can be arranged horizontally or vertically, and only one plane can occupy a given square.

Type of plane	Size
B17 Flying Fortress	5 squares
AVRO Lancaster	4 squares
Hawker Hurricane	3 squares
Mustang	3 squares
Spitfire	2 squares

- 4 Once the planes have been positioned, the game can begin! For each turn, announce which square you are attacking and mark it on the Your Attacks grid with a pen or a pencil. The squares are identified by a letter and a number. For example: 'I attack D3!'
- 5 Your partner announces whether or not the square is occupied by a plane and marks it on the Enemy Attacks grid.
- 6 Your partner picks a square and you tell them whether or not the square is occupied by a plane and mark it on the Enemy Attacks grid.
- 7 When all the squares for a plane have been filled, the cadet whose plane has been 'hit' will ask the other player the question associated with the specific plane. If correct, the cadet is awarded the 'hit'. Game continues until all the squares for the planes have been filled.

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Battleplane Questions A

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



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Battleplane Questions B

Type of plane	Questions & Answers
B17 Flying Fortress (5 squares)	During the war that included the Battle of Britain, Canada agreed to provide facilities and training for airmen from the Commonwealth. What was the name of this deal? The British Commonwealth Air Training Plan
AVRO Lancaster (4 squares)	Toward the end of the Battle of Britain, what was the German Air Force attacking? They were attacking major cities
Hawker Hurricane (3 squares)	How many Canadian pilots lost their lives in this battle? 23 Canadian pilots
Mustang (3 squares)	What was the name of the German Air Force? Luftwaffe
Spitfire (2 squares)	Who wanted to invade Britain? The Germans



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Battle of Britain



German Air Force

- Part of the Axis Powers.
- Named Luftwaffe.
- Used Blitzkrieg tactics to gain air superiority.
- At the beginning of the battle, they attacked radar stations and bombed airfields.
- Toward the end of the battle, they attacked major cities.



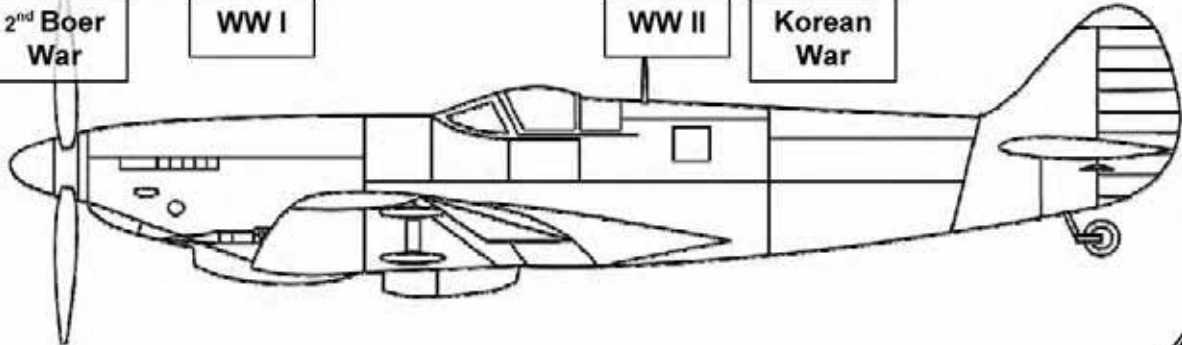
Royal Air Force (RAF)

- Part of the Allied Forces.
- The British Commonwealth Air Training Plan was signed by Canada during the war. Canada agreed to provide facilities, training, and personnel for airmen from the Commonwealth.



Tragic loss
During the Battle of Britain, 23 Canadian pilots lost their lives.

ALLIED FORCES
VS
AXIS POWERS



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BATTLE OF THE ATLANTIC

OBJECTIVE: The aim of this learning station is to familiarize the cadets with the Battle of the Atlantic.

TIME: 30 min

TRAINING LEVEL: 3-4

PRE-ACTIVITY INSTRUCTIONS:

1. Assign an instructor to this activity.
2. Photocopy the Canada Remembers the Battle of the Atlantic handout, located at Appendix 1, for each cadet.
3. Gather the required resources: 2 noisemakers (eg, bell, bicycle horn, kazoo).

ACTIVITY INSTRUCTIONS:



This activity is designed to be presented in a “game show” format. If possible, have a small prize available to the winning team.

1. Divide the cadets into two teams.
2. Distribute and as a group read the Canada Remembers the Battle of the Atlantic handout.
3. Read a question to the teams and give them an opportunity to answer.
4. If the team answers correctly, award them 5 points. If the team answers incorrectly, give the other team the opportunity to answer the question.
5. Continue until all the questions have been answered or time runs out.

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CANADA REMEMBERS THE BATTLE OF THE ATLANTIC



Introduction

The Battle of the Atlantic was the longest continuous battle of the Second World War and one in which Canada played a central role. The battle began on the opening day of the war in September 1939 and ended almost six years later with Germany's surrender in May 1945.

The Battle of the Atlantic

The Battle of the Atlantic was the struggle between the Allied and German forces for control of the Atlantic Ocean. The Allies needed to keep the vital flow of men and supplies going between North America and Europe, where they could be used in the fighting, while the Germans wanted to cut these supply lines. To do this, German submarines, called U-boats, and other warships prowled the Atlantic Ocean sinking Allied transport ships.

The Battle of the Atlantic brought the war to Canada's doorstep, with U-boats torpedoing ships within sight of Canada's East Coast and even in the St. Lawrence River. Canada's Merchant Navy, along with the Royal Canadian Navy (RCN) and the Royal Canadian Air Force (RCAF), played a key role in the Allied efforts. East Coast cities soon found themselves involved in the battle, since Allied convoys (groups of ships that crossed the Atlantic together under the protection of naval escorts) were frequently leaving busy ports like Halifax and Sydney, Nova Scotia, and St. John's, Newfoundland, during the war.

Challenges and Successes

Early in the war, German U-boats took a heavy toll on merchant shipping as the Allies struggled to find effective ways to combat the enemy threat. Between 1939 and 1942, the Germans increased the number of U-boats from 30 to 300 and developed effective hunting techniques like using groups of submarines, called wolfpacks, to attack convoys. Their efforts initially paid off, with 454,000 tonnes of shipping being lost to German U-boats in June 1941 alone. Their successes continued as nearly 400 Allied ships were sunk between January and July 1942, while only seven U-boats were lost. The situation was very serious for the Allies, as merchant ships were being sunk faster than they could be replaced, thereby putting the supply link between North America and Europe at great risk.

Technology played an important role in the Battle of the Atlantic. Aircraft were effective in protecting merchant ships, but the Allied planes used earlier in the war did not have enough range to offer air cover for the convoys all the way across the Atlantic. Indeed, the central area of the ocean beyond aircraft range became known as the "Black Pit" as that was where many of the heaviest convoy losses occurred. However, the introduction of new long-range planes helped reduce the hazards of this dangerous portion of the run.

Both sides kept trying to get the upper hand in technology and tactics during the Battle of the Atlantic. Germany developed torpedoes that were attracted to the noise made by a ship's propellers. Allied scientists responded by inventing a noise-making device that was towed behind a ship to divert the torpedoes. New radar and sonar (ASDIC) technologies helped the Allies find the U-boats and new weapons, like the "Hedgehog" bombs, helped sink the submarines more effectively. The Germans also developed technological advancements like snorkel tubes that allowed U-boats to run their diesel engines while travelling underwater and on-board radar that increased their submarines' capabilities. Eventually, the improved equipment and tactics of the Allies finally

helped turn the tide of the battle in their favour, with the U-boat fleet suffering heavy losses during the later phases of the war.

The growth of Canada's navy was remarkable. At the beginning of the Second World War, the RCN had only six ocean-going ships and 3 500 personnel. By the end of the war, Canada had one of the largest navies in the world with 434 commissioned vessels and 95,000 men and women in uniform. Canada's industry also played an important role in the growth of our military and merchant navies. From 1941 to 1945, Canadian shipyards produced approximately 403 merchant ships, 281 fighting ships, 206 minesweepers, 254 tugs, and 3 302 landing craft.

Sacrifices

Helping the Allies triumph in the Battle of the Atlantic came at a high price. More than 1,600 Merchant Navy personnel from Canada and Newfoundland were killed. Indeed, percentage-wise, their casualty rate was higher than those of any of Canada's fighting services during the Second World War—one out of every seven Merchant Navy sailors who served was killed or wounded.

The RCN and RCAF also paid a high toll in the Battle of the Atlantic. Most of the 2,000 RCN officers and men who died during the war were killed during the Battle of the Atlantic, as were 752 members of the RCAF. There were also civilian casualties. On October 14, 1942, 136 people died when the ferry SS *Caribou* was sunk as it crossed from Nova Scotia to Newfoundland.

Legacy

Allied victory in the Second World War would not have been possible without victory at sea. It would require overcoming great odds, but the courage of the RCN, Merchant Navy and RCAF personnel helped keep the Allied convoys running and the supply lines to Europe open. These brave men and women were some of the more than one million Canadians who served in the cause of peace and freedom during the Second World War.

CANADA REMEMBERS THE BATTLE OF THE ATLANTIC QUESTIONS AND ANSWERS

1. True or False: The Battle of the Atlantic was the longest continuous battle of the Second World War.
True.
2. True or False: The Battle of the Atlantic brought the war to Canada's doorstep; with U-boats torpedoing ships within sight of Canada's East Coast and even in the St. Lawrence River.
True.
3. True or False: Between January and July 1942, more U-boats were sunk than merchant ships.
False.
4. What did Germany develop that were attracted to the noise of a ship's propellers?
Torpedoes.
5. How many members of the Royal Canadian Navy and the Royal Canadian Air Force died during the Battle of the Atlantic?
2000 RCN and 750 RCAF.
6. In what month and year did the Battle of the Atlantic begin?
September 1939
7. What were the German submarines referred to as?
U-boats
8. Which three East Coast cities were busy Allied convoy ports during the Battle of the Atlantic?
Halifax and Sydney (Nova Scotia) and St. John's (Newfoundland).
9. What was the zone in the central area of the Atlantic Ocean where many of the heaviest Allied convoy losses occurred known as?
The Black Pit
10. On October 14, 1942, 136 people died when this passenger ship was sunk as it crossed from Nova Scotia to Newfoundland.
SS Caribou
11. Why was control of the Atlantic Ocean so important during WWII?
It was where the vital flow of men and supplies between America and Europe was happening.
12. Name the three Canadian organizations that played a key role for the Allies in bringing supplies to Europe.
Canada's Merchant Navy,
Royal Canadian Navy (RCN), and
Royal Canadian Air Force (RCAF).

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

More than 1,600.

BATTLE OF VIMY RIDGE

OBJECTIVE: The aim of this learning station is to familiarize the cadets with the Battle of Vimy Ridge.

TIME: 30 min

TRAINING LEVEL: 1-2

PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Photocopy the World War 1—The Battle of Vimy Ridge handout, located at Appendix 2, for each cadet.
- Gather the required resources: 2 noisemakers (eg, bell, bicycle horn, kazoo).

ACTIVITY INSTRUCTIONS:



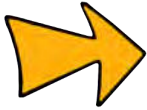
This activity is designed to be presented in a “game show” format. If possible, have a small prize available to the winning team.

1. Divide the cadets into two teams.
2. Distribute and have the cadets read the World War 1—The Battle of Vimy Ridge handout.
3. Read a question to the teams and give them an opportunity to answer.
4. If the team answers correctly, read the additional information and award them 5 points. If the team answers incorrectly, give the other team the opportunity to answer the question.
5. Continue until all the questions have been answered or time runs out.

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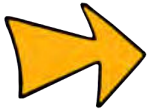
WORLD WAR I – THE BATTLE OF VIMY RIDGE QUESTIONS AND ANSWERS

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



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

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



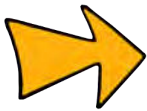
World War I began when Germany invaded France and Belgium.

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



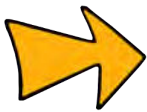
The German Sixth Army was responsible for defending the Vimy Ridge portion of the Western Front.

4. The Battle of Vimy Ridge was the first time the Canadian Expeditionary Force did this together:
They fought as one force under a Canadian Commander.



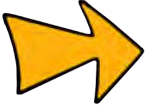
Until this point in the war, Canadian divisions had been under British command. For Vimy Ridge all four Canadian Divisions were assembled as one group under Canadian command.

5. Who took command of the Canadian corps in May 1916?
Sir Julian Byng.



Sir Julian Byng was, at this point in the war, a British Lieutenant-General who took command of the Canadian troops in the Vimy Ridge area in June 1916. After the war, in 1921, Byng was appointed as Governor-General of Canada. He and his wife, Lady Byng were also big hockey fans and in 1925 Lady Byng donated a trophy to be awarded for sportsmanship and gentlemanly conduct. The Lady Byng Memorial Trophy is still awarded yearly.

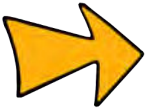
6. Why did Canadian Corps Officers interview French Officers and attend French Army lectures when planning the attack on Vimy Ridge?
To learn what tactics worked, and which ones did not, in an effort to minimize casualties and help in the upcoming assault.



To help in developing a plan for the attack on Vimy Ridge, Canadian Corps Officers attended lectures given by the French Army on the Battle of Verdun. This was because the Battle of Verdun had been one of the few Allied successes in 1916. They also interviewed French officers and compared the discrepancies between the beliefs of the senior officers and the actual experiences of the junior officers in an attempt to get a genuine idea of what had happened.

7. What is the term used for an infantry tactic where one group provides suppressing fire on the enemy while the second group moves forward?

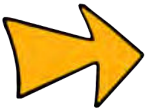
Leapfrogging.



The standard practice in World War I was for all the infantry to progress in a rough line toward the enemy positions. This created a situation where soldiers coming under enemy fire would falter and stop the advance. The plan of attack for Vimy Ridge called for the Canadian infantry to leap frog over one another behind a creeping barrage. This allowed the Canadians to maintain the momentum of the advance during the attack.

8. What is a “creeping barrage”?

A tactic in which artillery fire slowly moves forward to provide cover.



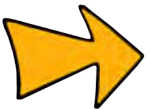
During the creeping barrage, the guns of the artillery fire at a line just ahead of the advancing infantry. The artillery slowly moves their fire forward to provide cover for the infantry. At Vimy the Canadians had been extensively trained in what became known as the “Vimy Glide” where the infantry moved at a 100 metre / 3 minute pace to stay directly behind the artillery. The creeping barrage was a tactic which had only been marginally successful up until Vimy Ridge. General Sir Arthur Currie, believing in the use of over-whelming artillery on a narrow front, helped to perfect the use of the creeping barrage.

9. A new tactic employed by Canadians at Vimy Ridge was to train every soldier in exactly what to do, where to go and what the objective was. Why was this tactic effective?

This tactic gave soldiers the knowledge to be able to take command of a platoon if the platoon leader was killed or wounded, and reach their objective even if separated from their leaders.

10. Why did the Canadians dig tunnels in preparation for the attack?

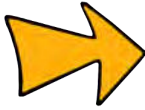
To plant mines and to move Canadian soldiers as close to the German lines as possible before the actual assault.



The Vimy sector had good soil for tunnelling and led to extensive underground warfare. Both sides engaged in the practice of tunnelling under the enemies trenches and exploding mines. In preparation for Vimy, the mining engineers dug 12 subways up to 1.2km long and laid specialized explosives at the end of them which, when exploded, would create trenches across no-mans-land which the infantry could use to safely reach the German lines.

11. Why did Canadians engage in trench raiding prior to the battle?

To harass the enemy and gather intelligence.



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

12. On April 2nd, 1917 until the beginning of the offensive on April 9th every gun in the Canadian arsenal bombarded the German lines. Why did the Germans refer to this as the “week of suffering”?
The barrage almost completely destroyed the German trenches and defensive works and kept them at the ready for 18 days. They could not be resupplied.



Phase 1 of the artillery bombardment started on March 20th, 1917 with half of the 983 guns systematically targeting German strong points, trenches and batteries while paying specific attention to clearing barbed wire. The targets and intensity of the barrage was purposely varied to confuse the Germans. On April 2nd, 1917 the artillery shifted to Phase 2 which involved every gun in the Canadian arsenal almost constantly bombarding the enemy positions.

13. What had been achieved by nightfall of the second day of the battle?
The Canadian Corps had captured all but one objective known as the Pimple.



Having captured the three lines of German trenches by the end of the day on April 9th, 1917, the advance commenced the next day with reinforcements from the British. Supported by two sections of tanks and fresh British brigades, by nightfall the Canadian Divisions had captured the entire ridge except the Pimple, which was the highest point of the ridge and was heavily fortified.

14. In 1922, France granted Canada perpetual use of a portion of Vimy Ridge. What did Canada open on this site in 1936?
The Canadian National Vimy Memorial.



The memorial took 11 years to complete and cost \$1.5 million dollars to build. It was unveiled by King Edward VIII and is Canada’s largest overseas memorial.

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World War I – The Battle of Vimy Ridge

July 1914 – Germany invades France. Vimy Ridge captured in October.

Trench warfare ensues from 1914–1918.

Vimy Ridge is an escarpment which is approximately 7 km long and rises 60 metres above the surrounding plains. The slope on the western (Canadian) side rises gradually and is steeper on the eastern side.

May 1916 – Sir Julian Byng takes command of the Canadian Corps.



General Sir Arthur Currie, Commander, 1st Canadian Division.

In an attempt to break through the German lines, the British launched an offensive in April 1917 near the City of Arras. Vimy Ridge was on the northernmost part of the line and was held by the German Sixth Army.

To prepare for the battle, Canadian Corps Officers interviewed French officers to find out what tactics had worked or had not worked in the previous battles.

Leading up to the battle, Canadians engaged in “trench raiding” to harass the enemy and gather intelligence.



Scale reproduction of the trenches at Vimy Ridge.

The planning for the attack on Vimy Ridge was extensive and included:

- platoons leapfrogging behind a creeping barrage (artillery fire slowly moving forward to provide cover) to maintain the momentum of the advance;
- every soldier being trained in exactly what to do, where to go and what the objective was so they could take command of a platoon if the Platoon Leader was killed;
- using new counter-battery techniques such as flash-spotting and sound-ranging to locate enemy guns; and
- digging tunnels under German lines to plant mines and protect soldiers.

On April 2nd, 1917 until the beginning of the offensive on April 9th every gun in the Canadian arsenal bombarded the German lines. The Germans referred to this period as the “week of suffering” because their trenches and defensive works were almost completely destroyed, it kept them from being resupplied and they were kept at the ready through the whole period.

The battle started at 0530hrs on April 9th, 1917 and by 0730hrs three of four Canadian Divisions had reached their second objective.



Canadian troops following a tank at Vimy Ridge.

3598 Canadians were killed and 7004 wounded. Four Canadians were awarded the Victoria Cross.

By the end of April 9th, 1917 the Canadian Corps had captured three lines of German trenches. The advance continued the next day and by nightfall they had captured all but one objective known as the Pimple.

The site of the Canadian National Vimy Memorial was granted to Canada by France for perpetual use in 1922. The 100-hectare park is partially closed to the public because it is riddled with tunnels, trenches, craters and unexploded munitions.

THE BATTLE OF BRITAIN

OBJECTIVE: The aim of this learning station is to familiarize cadets with the Battle of Britain.

TIME: 30 min

TRAINING LEVEL: 3–4

PRE-ACTIVITY INSTRUCTIONS:

1. Assign an instructor to this activity.
2. Photocopy the Battle of Britain handout, located at Appendix 1, for each cadet.
3. Gather the required resources: 2 noisemakers (eg, bell, bicycle horn, kazoo).

ACTIVITY INSTRUCTIONS:



This activity is designed to be presented in a “game show” format. If possible, have a small prize available to the winning team.

1. Distribute and have the cadets read the Battle of Britain handout. As they read, have the cadets mark an asterix (*) next to the information they feel is most important and a question mark next to the information they would like to learn more about.
2. Divide the cadets into two teams.
3. Distribute and have the cadets read the Battle of Britain handout.
4. Read a question to the teams and give them an opportunity to answer.
5. If the team answers correctly, award them 5 points. If the team answers incorrectly, give the other team the opportunity to answer the question.
6. Continue until all the questions have been answered or time runs out.

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The Battle of Britain was an intense air battle between the Germans and the British over Great Britain's airspace from July 1940 to May 1941, with the heaviest fighting from July to October 1940.

It is one of the most famous battles of World War Two.

It was the first time the Germans had faced defeat in World War II and the first battle in history to be fought exclusively in the air.

Germany expected to quickly conquer Great Britain by first gaining domination over airspace and then later sending in ground troops across the English Channel (Operation Sealion).

At first they targeted airfields, but soon switched to bombing general strategic targets, hoping to crush British morale.

By far the largest number of defenders were British, but fighter pilots of many other nations flew with them, including Canadians.

On July 11, the second day of the battle, the Canadians suffered their first fighter casualty. Pilot Officer D. A. Hewitt of Saint John, N.B., hurled his 501 Squadron Hurricane at a Dornier bomber and was hit himself. Gushing smoke, his plane plunged into the sea.

The RAF had the edge over the Luftwaffe with its new faster fighters the Spitfire and Hurricane. The design and speed meant that they could out manoeuvre the German fighters.

THE BATTLE OF BRITAIN



During the summer of 1940, a few hundred fighter pilots stood in the way of Hitler's massive air attack on England. One hundred Canadians were among them.

"It is certainly an awful sight to behold those ugly black bombers in rank after rank," remembered Canadian pilot Ernest McNab. "Your mouth dries up like cotton wool. You lose all sense of space and time. We fought far above the clouds in a world of our own - a world of freezing cold, of limitless space traced with white plumed trails of wheeling aircraft as they fought. It was like skywriting gone mad."

British Prime Minister Winston Churchill said "The Battle of France is over. I expect the Battle of Britain is about to begin. The whole fury and might of the enemy must very soon be turned on us. Let us therefore be prepared to do our duty so that, if the British Empire lasts for a thousand years, men will say, 'This was their finest hour'." (18 June 1940)

Radar held the key to Britain's victory. German aircraft were detected and tracked by stations near the coast, then plotted in the Fighter Command operators rooms as Hurricanes and Spitfires climbed to intercept.

More than 400 Canadian aircrew and ground crew were involved in the Battle during that fateful summer and autumn in 1940, and of the more than 100 Canadian pilots who participated, 23 died while another 30 perished later in the war.

By the end of the war, 232,632 men and 17,030 women had served in the RCAF, and 17,101 lost their lives.

Other countries participating in the battle were:

Australia
New Zealand
South Africa
Southern Rhodesia
Ireland
United States of America
Poland
Czech Republic
Belgium
France
Israel

On September 15, 1940 Germany launched an all-out aerial attack. Air raid sirens wailed over London. Waves of incoming German aircraft left thousands dead and London in ruins. British, Canadian and other Allied pilots scrambled to their Hurricanes and Spitfires.

"It was a terrific spectacle," McNab recalled. "There were more than a thousand aircraft in the sky just south of London. So many that there was as much danger of colliding with another fellow as there was of being shot down."

British Prime Minister Winston Churchill was in the command bunker deep below the streets of London. "I asked Air Vice Marshall what other reserves have we," he wrote. 'There are none,' he replied. The odds were great; our margins small; the stakes infinite."

But by the end of the day, Germany had lost over 60 aircraft and failed to smash the Allied air defenses. Although British cities would be bombed nightly for the next six months, the threat of invasion was over, the Allies had won the Battle of Britain.

THE BATTLE OF BRITAIN

QUESTIONS AND ANSWERS

1. Who was the first Canadian to die during the Battle of Britain?
PO D. A. Hewitt
2. What gave the RAF an edge over the Luftwaffe?
The faster Spitfires and Hurricanes.
3. True or False: The Battle of Britain was the first battle in history to be fought exclusively in the air.
True.
4. True or False: The Battle of Britain was the first time Germany faced defeat in World War II.
True.
5. Should all the credit go to British fighter pilots for winning the Battle of Britain?
No. More than 11 countries participated.
6. How important was technology in helping the RAF win the Battle of Britain?
Very important because of the planes and RADAR.
7. How many Canadian groundcrew and aircrew were involved in the Battle of Britain?
More than 400.
8. How many Canadians died during the battle?
23.

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BRITISH COMMONWEALTH AIR TRAINING PLAN (BCATP)

OBJECTIVE: This activity is designed to familiarize the cadets with the British Commonwealth Air Training Plan.

TIME: 30 min

TRAINING LEVEL: 1–4

PRE-ACTIVITY INSTRUCTIONS:

1. Assign an instructor to this activity.
2. Research local airports and see if any in the area can trace their history back to the plan. If so, share the information with the cadets.
3. Photocopy the Canada Remembers the British Commonwealth Air Training Plan handout, located at Appendix 1, for each cadet.
4. Gather the required resources: 2 noisemakers (eg, bell, bicycle horn, kazoo).

ACTIVITY INSTRUCTIONS:



This activity is designed to be presented in a “game show” format. If possible, have a small prize available to the winning team.

1. Distribute and have the cadets read the Canada Remembers the British Commonwealth Air Training Plan handout. As they read, have the cadets mark an asterisk (*) next to the information they feel is most important and a question mark next to the information they would like to learn more about.
2. Divide the cadets into two teams.
3. Read a question to the teams and give them an opportunity to answer.
4. If the team answers correctly, award them 5 points. If the team answers incorrectly, give the other team the opportunity to answer the question.
5. Continue until all the questions have been answered or time runs out.

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Photo: DND/ICAF, P. 2738

INTRODUCTION

When the Second World War broke out in 1939, Canada was an ocean away from the scene of the fighting in Europe. But geographical distance did not mean that Canada would not play an important role in the struggle to restore peace.

One of the first and most important contributions our country would make to the war effort would be the British Commonwealth Air Training Plan (BCATP). Under a deal signed in 1939, Canada agreed to provide facilities and training for airmen from every part of the Commonwealth. Canada was ideally suited for this program because our country was far from most of the active fighting and had lots of wide-open spaces and good flying conditions.

“THE AERODROME OF DEMOCRACY”

The BCATP was an enormous undertaking. In 1939, the Royal Canadian Air Force (RCAF) had only 4,000 personnel, less than a dozen airports of its own and training facilities for only 400 ground crew per year. Now the RCAF was expected to train thousands. It had to recruit instructors, build air bases, acquire aircraft and develop training schools for different specialities. By war's end, there were 151 training schools and every province had BCATP installations. Canada was, in U.S. President Roosevelt's words, “the aerodrome of democracy”.

- During the time of its operation, the BCATP employed 3,540 aircraft, 33,000 air force personnel, and 6,000 civilian employees.
- The government built 7,000 hangars, barracks and drill halls for the air bases and training schools.

- Most training schools had three runways, each 100 feet wide and 2,500 feet long. Enough concrete was used in creating the runways for all the BCATP air bases to build a 20-foot wide highway from Ottawa to Vancouver.
- Under the original agreement to establish the BCATP, Britain was to pay \$218 million, Canada \$313 million, Australia \$97 million and New Zealand \$21 million. Costs, however, escalated far beyond the 1939 estimates. In the end, Canada paid \$1.6 billion of the total cost of \$2.2 billion. In terms of today's money, that meant that each taxpayer living in Canada ended up contributing more than \$3,000 just to pay for the BCATP.

RIGOROUS TRAINING

Training in the BCATP was challenging and rigorous. Pilots, wireless operators, air gunners, air observers and flight engineers went through months of training at specialized schools.

- The pilot training was the longest and most difficult. From Initial Training School, they went to Elementary Flying Training School, where they got their first chance to fly, followed by Service Flying Training Schools where they were separated into fighter and bomber pilots. From there they went into Advanced Flying and Operational Training Units before going overseas.
- Of the Canadians trained in the BCATP, 25,747 would become pilots; 12,855 navigators; 6,659 air bombers; 12,744 wireless operators; 12,917 air gunners; and 1,913 flight engineers.
- The risks and sacrifices of those serving their country during the Second World War were not limited to

those who were engaged in active fighting. Training could be hazardous, as demonstrated by the 856 trainees who died in crashes during BCATP's five years of operation. As high as these figures may seem, it was to the credit of the plan that, by 1944, only one fatal accident was being recorded for each 22,388 hours of flying time.

EVERYONE PITCHES IN

Civilians played an important role in the BCATP, providing instructors for training schools and community support for airmen who were far away from home.

- Bush and commercial pilots joined as instructors, working side-by-side with military personnel.
- In the beginning, the government entrusted Canadian flying clubs with the organization and operation of the Elementary Flying Training Schools. Many of their members had served in the First World War and provided an immediate source of skilled manpower.
- Civilian instructors in Elementary Flying Training Schools emphasized safety, working under the maxim "There are old pilots and bold pilots; there are no old, bold pilots."
- Some flying clubs paid for the entire cost of a training school using private funds or community donations. In Vancouver, citizens paid for 14 training aircraft out of their own pockets.
- Women's organization ran canteens, sports organizations supplied athletic equipment and service clubs provided items like pianos for barracks halls.

- Many people invited trainees into their own homes for meals as a patriotic gesture and as a part of their personal involvement in the war effort.

AN OUTSTANDING SUCCESS

The BCATP was an outstanding success. By the end of the war, it had graduated 131,533 pilots, observers, flight engineers and other aircrew for the air forces of Canada, Britain, Australia and New Zealand. While over half the BCATP graduates came from the North American continent, the plan trained personnel from all over the world including about 2,000 French, 900 Czechoslovakians, 680 Norwegians, 450 Poles and about the same number of Belgians and Dutch.

- 72,835 graduates joined the Royal Canadian Air Force
- 42,110 graduates joined the Royal Air Force
- 9,606 joined the Royal Australian Air Force
- 7,002 joined the Royal New Zealand Air Force

THE LEGACY

Knowing about our country's military history helps us to understand the Canada in which we live today and how we can build our future together. The British Commonwealth Air Training Plan helped create a legacy in Canada that continues to this day, demonstrating that our future is indeed built on our past. To learn more about Canada's role in the Second World War, please visit the Veterans Affairs Canada Web site at: www.vac-acc.gc.ca or call 1-877-604-8469 to obtain information on available publications.

Photo: Canadian Forces Ft. 807



CANADA REMEMBERS THE BRITISH COMMONWEALTH AIR TRAINING PLAN (BCATP) QUESTIONS AND ANSWERS

1. Why was Canada ideally suited for the BCATP?
It was far from most of the fighting and had lots of wide-open spaces and good flying conditions.
2. How much was the total cost of the plan to Canadians?
Total cost was 2.2 billion dollars.
3. What type of training was done at the specialized schools?
Pilot, wireless operator, air gunner, air observers and flight engineer.
4. How many pilots, observers, flight engineers and other aircrew graduated through the BCATP?
131,533.
5. How do you think communities benefitted from the BCATP?
Employment for community members, economic benefits, facilities that were built for those attending the schools could be used by the community members following the war.
6. What was the lasting effect of the BCATP?
New airports or upgrades to existing airports and communities expanding around the new airports.
7. In your own words, why do you think it is important to know about Canada's military history?

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ROLES OF THE CANADIAN ARMED FORCES (CAF)

OBJECTIVE: The aim of this activity is to familiarize the cadets with the roles of the CAF.

TIME: 30 min

TRAINING LEVELS: 1–4

PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Photocopy the Fact Sheets, located at Appendices 1–3, for each cadet.
- Gather the required resources:
 - Paper, and
 - Markers / pencil crayons.

For the purpose of this activity, there will be two sets of groups formed (as described in the activity instructions):



- expert groups, and
- jigsaw groups.

Refer to Figure 1 for a visual representation of the format for these groups using five cadets per jigsaw group.

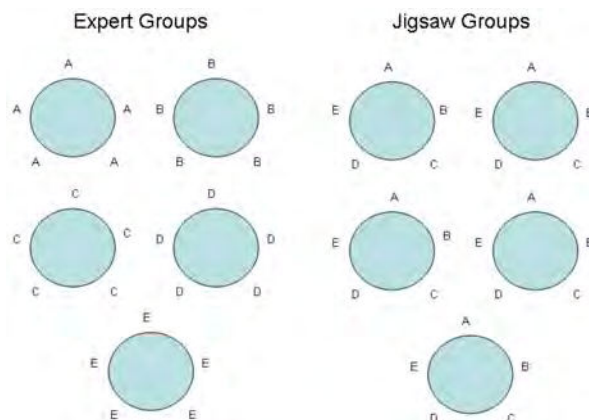


Figure 1 Format of Jigsaw Activity Groups

ACTIVITY INSTRUCTIONS:

1. Explain the following to the cadets:
 - (a) They will be participating in a jigsaw activity about roles of the CAF.
 - (b) A jigsaw structure allows each cadet, as a member of a team, to become an "expert" in their part of the assignment. They will interpret the information they receive, both on their own and as a contributing member of a team, and present the information as a response.
 - (c) They will be divided into three expert teams, and each team will be given a Fact Sheet to review. Cadets will become experts on their Fact Sheet.
 - (d) After reviewing their Fact Sheet and preparing a 3–5-minute presentation, cadets will then form jigsaw teams by regrouping with the cadets from the other expert teams so that there is one person from each expert team present in the new jigsaw team.
 - (e) They will then take turns presenting their Fact Sheets.
2. Divide the cadets into three equal expert teams (or six equal jigsaw teams if there are many cadets).
3. Distribute paper, markers / pencil crayons, and a different Fact Sheet to each expert team.
4. Have the cadets review and discuss the fact sheets, and prepare a 3–5-minute presentation highlighting 2–3 key points from their fact sheet. Encourage the cadets to use the markers / pencil crayons and paper to create visual aids to support their presentation.
5. Have the cadets form jigsaw teams by placing one member from each expert team into a new group. There should be three members in each jigsaw team. If it is necessary to have two cadets with the same information in the same jigsaw team, they shall co-present the information.
6. Have each cadet give their 3–5-minute presentation to their jigsaw team.
7. Circulate among the groups and assist the cadets as necessary, offering suggestions and advice for improvement.

FACT SHEET - DEFENDING CANADA

The CAF ensures the security of Canadians and helps to exercise Canada's sovereignty.

They work closely with federal government partners to ensure the constant monitoring of Canada's territory and air and maritime approaches, including in the Arctic. The presence of the CAF in the Arctic helps to establish Canada's sovereignty in that region.

They need to identify threats, and to possess the capacity to address them quickly and effectively.

Delivering excellence at home requires the CAF to:

- Provide surveillance of Canadian territory and air and maritime approaches;
- Maintain search and rescue response capabilities that are able to reach those in distress anywhere in Canada 24 hours a day, 7 days a week; and
- Assist civil authorities in responding to a wide range of threats - from natural disasters to terrorist attacks.

The CAF assists other government departments with:

- over-fishing,
- organized crime,
- drug- and people-smuggling,
- environmental degradation, and
- security for international events, such as the 2010 Vancouver Olympic Games.



Roles of the CAF

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FACT SHEET - DEFENDING NORTH AMERICA

A Strong and Reliable Partner

The CAF works with their US counterparts as a partner in the North American Aerospace Defence Command (NORAD). It was created in 1958, and its primary mission is defending North American aerospace and maritime approaches.

The two forces are dedicated to provide assistance to civilian emergency response agencies in the event of a crisis.

The CAF and US military operate some of the same equipment, participate in joint training exercises and exchange personnel.

Some examples of CAF assisting with the defence of North America include:

OPERATION NOBLE EAGLE. Operation Noble Eagle began with the mobilization of thousands of National Guard and reserve personnel to perform security missions on military installations, airports and other potential targets such as bridges, power plants, and port facilities. The Canadian NORAD Region (CANR) flew Operation Noble Eagle (ONE) air defence protection missions in the Windsor, Ontario / Detroit, Michigan area on 5 February 2006, in support of Super Bowl XL at Ford Field.

OPERATION UNISON. In Operation Unison, the federal government deployed a task force comprising three warships—HMCS ATHABASKAN, HMCS TORONTO and HMCS VILLE DE QUÉBEC—along with the Coast Guard vessel CCGS SIR WILLIAM ALEXANDER, three Sea King helicopters and one BO-105 helicopter after Hurricane Katrina in the United States. The CAF also provided several Griffon helicopters and crews to the New England States at the request of the United States Coast Guard.



Roles of the CAF

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FACT SHEET - CONTRIBUTING TO INTERNATIONAL PEACE AND SECURITY

Providing international leadership is vital for Canada to be a credible player on the world stage. This requires the CAF to have the necessary capabilities to make a meaningful contribution in:

- international operations,
- humanitarian assistance,
- stabilization operations, or
- combat.

Operations will often be conducted in partnership with the United Nations (UN) and the North Atlantic Treaty Organization (NATO). In addition, the CAF will participate, where circumstances dictate, in missions with other members of the international community.

Canada must be prepared to act and provide appropriate resources in support of national interests and international objectives.

Projecting Leadership Abroad: Lessons Learned from the Afghanistan Mission

The CAF have learned many lessons from their mission in Afghanistan. The mission has reinforced the need to:

- **maintain combat-capable units;**
- **provide deployed personnel with the right equipment so they can take part, on their own or with allies, in operations - from countering improvised explosive devices, to contributing to reconstruction efforts; and**
- **work closely and develop a strong working relationship with partners.**



Roles of the CAF

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ROLES OF THE CANADIAN ARMED FORCES (CAF) - DEFENDING CANADA

OBJECTIVE: The aim of this activity is to familiarize the cadets with one of the roles of the CAF—defending Canada.

TIME: 30 min

TRAINING LEVELS: 1–4

PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Display Fact Sheet—Defending Canada, located at Annex K, Appendix 1, in a prominent location at the learning station. The fact sheet may be printed on a larger piece of paper to ensure that it can be read by all the cadets.

ACTIVITY INSTRUCTIONS:

1. Have the cadets read and discuss the fact sheet.
2. Have the cadets develop a skit that demonstrates the CAF's role in defending Canada. The skit should include several aspects of that role. An example of a skit is a news interview with CAF members assisting civilians in a natural disaster.
3. Circulate and assist the cadets as necessary, offering suggestions and advice for improvement.
4. Have the cadets perform their skit.
5. Have the cadets think about one interesting fact they learned about the CAF's role in defending Canada and share their thought with their team.



The cadets may want to perform their skit for other cadets or during the Annual Ceremonial Review.

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ROLES OF THE CANADIAN ARMED FORCES (CAF) - DEFENDING NORTH AMERICA

OBJECTIVE: The aim of this activity is to familiarize the cadets with one of the roles of the CAF—defending North America.

TIME: 15 min

TRAINING LEVELS: 1–4

PRE-ACTIVITY INSTRUCTIONS:

- This learning station may be assigned an instructor or be self-directed by the cadets.
- Photocopy the Fact Sheet—Defending North America, located at Annex K, Appendix 2, and the Defending North America worksheet, located at Appendix 1 to this annex, for each cadet.
- Review the Defending North America worksheet answer key, located at Appendix 2 to this annex.

ACTIVITY INSTRUCTIONS:

1. Have the cadets read the Fact Sheet—Defending North America.
2. Distribute the Defending North America worksheet to each cadet.
3. Divide the cadets into pairs.
4. Have the first cadet ask the second cadet a question on the worksheet. The second cadet will answer the question. The first cadet will make corrections, as required, and praise when complete. Both cadets will copy the answer onto their worksheet.
5. Have the second cadet ask the first cadet a question on the worksheet. The first cadet will answer the question. The second cadet will make corrections, as required, and praise when complete. Both cadets will copy the answer onto their worksheet.
6. Repeat Steps 4 and 5 until the worksheet is complete.

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DEFENDING NORTH AMERICA – A STRONG AND RELIABLE PARTNER

WORKSHEET ANSWER KEY

1. Who does the CAF work with in defending North America?
The Armed Forces of the United States of America.
2. What is NORAD and what is it responsible for?
North American Aerospace Defense Command (NORAD) is responsible for defending North American airspace and maritime approaches.
3. What was the name of the operation in support of Super Bowl XL?
Operation Noble Eagle.
4. What was the name of the operation that deployed after Hurricane Katrina?
Operation Unison.
5. How are the CAF and the US forces able to work together?
They use some of the same equipment, participate in joint training exercises, and exchange personnel.

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ROLES OF THE CANADIAN ARMED FORCES (CAF) - CONTRIBUTING TO INTERNATIONAL PEACE AND SECURITY

OBJECTIVE: The aim of this activity is to familiarize the cadets with one of the roles of the CAF—defending North America.

TIME: 15 min

TRAINING LEVELS: 1–4

PRE-ACTIVITY INSTRUCTIONS:

- This learning station may be assigned an instructor or be self-directed by the cadets.
- Gather the required resources:
 - Fact Sheet—Contributing to International Peace and Security located at Annex K, Appendix 3,
 - Contributing to International Peace and Security Instruction Sheet located at Appendix 1 to this annex,
 - Blank paper, and
 - Coloured pencils / markers.
- Display the Fact Sheet—Contributing to International Peace and Security, located at Annex K, Appendix 3, in a prominent location at the learning station. The fact sheet may be printed on a larger piece of paper to ensure that it can be read by all cadets.

ACTIVITY INSTRUCTIONS:

Have the cadets read and follow the Contributing to International Peace and Security Instruction Sheet.

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CONTRIBUTING TO INTERNATIONAL PEACE AND SECURITY INSTRUCTION SHEET

1. Review the Fact Sheet—Contributing to International Peace and Security.
2. Create an image that captures key points from the fact sheet. The image should be a visual representation of the CAF's role in contributing to international peace and security.
3. As a team, post your images as a gallery for other cadets to review.



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CURRENT CANADIAN ARMED FORCES (CAF)

OBJECTIVE: The aim of this learning station is to familiarize the cadets with the CAF's six core missions.

TIME: 60 min

TRAINING LEVELS: 1–4

PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Photocopy the Fact Sheets, located at Appendices 1–4, for each cadet.
- Gather the required resources:
 - Paper, and
 - Markers / pencil crayons.



For the purpose of this activity, there will be two sets of groups formed (as described in the activity instructions):

- expert groups, and
- jigsaw groups.

Refer to Figure 1 for a visual representation of the format for these groups when using five cadets per jigsaw group.

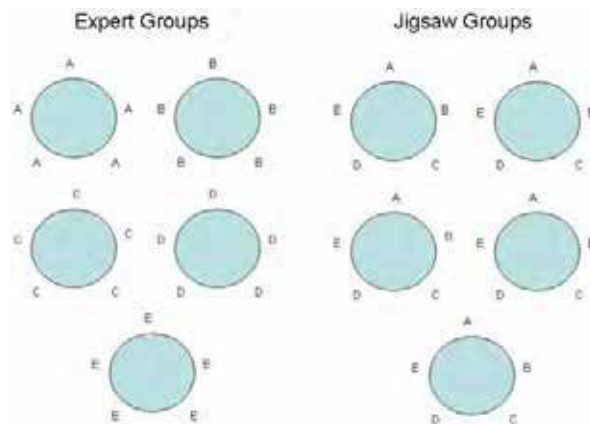


Figure 1 Format of Jigsaw Activity Groups

ACTIVITY INSTRUCTIONS:

1. Explain the following to the cadets:
 - (a) They will be participating in a jigsaw activity about the six core missions of the CAF. The missions are:
 - (1) defend Canada's Arctic Territories and protect Canadian airspace,
 - (2) support international events held in Canada,

- (3) respond to a major terrorist attack,
 - (4) support civilian authorities,
 - (5) conduct major international operations, and
 - (6) provide rapid international deployment.
- (b) A jigsaw structure allows each cadet, as a member of a team, to become an "expert" in their part of the assignment. They will interpret the information they receive, both on their own and as a contributing member of a team, and present the information as a response.
 - (c) Although there are six missions, some of been combined so the cadets will be divided into four expert teams, and each team will be given a fact sheet to review. Cadets will become experts on their Fact Sheet.
 - (d) After reviewing their Fact Sheet and preparing a 3–5 minute presentation, cadets will then form jigsaw teams by regrouping with the cadets from the other expert teams so that there is one person from each expert team present in the new jigsaw team.
 - (e) They will then take turns presenting their Fact Sheets.
2. Divide the cadets into four equal expert teams.
 3. Distribute paper, markers / pencil crayons, and a different Fact Sheet to each expert team.
 4. Have the cadets review and discuss the fact sheets, and prepare a 3–5 minute presentation highlighting 2–3 key points from their fact sheet. Encourage the cadets to use the markers / pencil crayons and paper to create visual aids to support their presentation.
 5. Have the cadets form jigsaw teams by placing one member from each expert team into a new group. There should be four members in each group. If it is necessary to have two cadets with the same information in the same jigsaw team, they shall co-present the information.
 6. Have each cadet give their 3–5 minute presentation to their jigsaw team.
 7. Circulate among the groups and assist the cadets as necessary, offering suggestions and advice for improvement.

DEFEND CANADA'S ARCTIC TERRITORIES AND PROTECT CANADIAN AIRSPACE



Canadian Forces Station (CFS) Alert is the most northerly, permanently inhabited location in the world, located only 817 kilometres from the geographic North Pole.



Canada is an Arctic nation with 40% of our landmass in the territories, 162,000 kilometres of Arctic coastline and 25% of the global Arctic. The Government is firmly exercising our sovereignty over our Arctic lands and waters – sovereignty that is long-standing, well-established and based on historic title, international law and the presence of Inuit and other Aboriginal peoples for thousands of years.

Conducted since 2007, Operation NANOOK is a joint Royal Canadian Navy, Canadian Army, Royal Canadian Air Force and Special Forces operation, which works with other federal departments and provincial, territorial, regional and international partners, in order to provide a visible presence in the Arctic and demonstrate Canada's ability to respond to emergency situations in the region.

Joint Task Force North (JTFN) is one of six regional joint task forces located across Canada to conduct continental operations by the CAF. They conduct three major sovereignty operations: *NANOOK*, *NUNAKPUT* and *NUNALIVUT*. These operations, which combine patrols with large-scale security exercises, are conducted as opportunities for the CAF to work closely with municipal, territorial and federal-level mission partners across the Arctic.

North American Aerospace Defense Command (NORAD)



NORAD is a Canada and United States joint organization. It is in charge of the aerospace over North America. Most children in North America have grown up with NORAD since it is this organization that tracks Santa's progress around the world.



NORAD Missions

In close collaboration with homeland defense, security, and law enforcement partners, prevent air attacks against North America, safeguard the sovereign airspaces of the United States and Canada by responding to unknown, unwanted, and unauthorized air activity approaching and operating within these airspaces, and provide aerospace and maritime warning for North America.

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SUPPORT INTERNATIONAL EVENTS HELD IN CANADA /

RESPOND TO A MAJOR TERRORIST ATTACK



The RCMP established the V2010 ISU in 2003, uniting law enforcement and the CAF. They were responsible for planning and conducting security operations in support of the 2010 Olympic and Paralympic Winter Games. This included but not limited to: venue security; marine & aviation security; transportation & traffic incident management; physical security; accreditation screening and verification and protective policing.

4500 CAF personnel assisted at the Vancouver Olympics. It was called *Op Podium*.



In 2010, the CAF assisted the RCMP and their law enforcement partners to ensure the safety and security of G-8 and G-20 summit participants and all Canadians. It was one of the largest security events ever held in Canada. CAF personnel were engaged in patrolling, observing and executing security functions in and around the Lester B. Pearson International Airport and the Huntsville area. Canada's Air Force flew surveillance missions, provide early warning detection and air transport in conjunction with their customary NORAD duties. The Royal Canadian Navy provided port security and dive teams while the Canadian Army maintained surveillance, and patrolled and observation posts at the airport and in the Huntsville area.



Operation APOLLO was Canada's military contribution to the international campaign against terrorism from October 2001 to October 2003.

Combined Maritime Forces (CMF) was formed in February 2002 and is responsible for coordinating and leading naval participation in the international campaign against terrorism. In 2008, its mandate expanded to include counter-piracy in response to the rising incidence of attacks on merchant shipping.

CMF has three operational flotillas:

- Canadian Task Force (CTF) -150, responsible for maritime security and counter-terrorism;
- CTF-151, responsible for counter-piracy; and
- CTF-152, responsible for security and cooperation in the Persian Gulf.

A task force is a temporary grouping of units under one commander, formed for the purpose of carrying out a specific operation or mission.

Canada has a Special Operations Forces that send troops anywhere in the world quickly.

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SUPPORT CIVILIAN AUTHORITIES



CAF members help when fires, floods and storms threaten Canadians at home.

Op LOTUS(E) 1-11 was the CAF response to the floods in Montérégie region in Quebec. Severe flooding and heavy rains forced about 1,800 people from their homes. Over 650 CAF personnel were deployed to the region.

Previous flood operations that the CAF helped were:

- 1996 – Saguenay
- 1997 – Red River flood in Manitoba
- 2008 – James Bay, ON (1001 people evacuated)
- 2008 – Saint John River valley flood

In June 2013, CAF personnel and aircraft were deployed to facilities in Southern Alberta. RCAF aircraft and crews deployed to airfields throughout the province and assisted civilian authorities in search and rescue and evacuation efforts, including the rescuing of 31 people during the initial evacuation



After a 27-cm snowfall more than a metre of snow had been dumped on the city. That prompted Toronto officials to call for military assistance in clearing roads, to the amusement of Canadians across the country.

Through these and other operations, the CAF offer their unique skills and capabilities to aid Canada and its citizens in times of crisis.

The geographic area of the ice storm in 1997 stretched across Ontario, Quebec, New Brunswick and Nova Scotia.

Operation LAMA is the code name for the CAF support to civil authorities for hurricane recovery efforts anywhere in Canada. Under *Op LAMA*, the CAF may provide support to all levels of government – federal, provincial and municipal.

Operation PALACI is the CAF assistance to Parks Canada in preventing large avalanches through Rogers Pass, protecting travellers, and clearing the Trans-Canada Highway 1 and CP rail links between British Columbia and the rest of Canada.

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CONDUCT MAJOR INTERNATIONAL OPERATIONS /

PROVIDE RAPID INTERNATIONAL DEPLOYMENT



When a Canadian task force deploys beyond Canada's borders and territorial waters, it is usually integrated into a multinational mission led by the North Atlantic Treaty Organization (NATO) or the United Nations (U.N.).

The combat role in Afghanistan ended in 2011 and now *OP ATTENTION* is Canada's participation in the NATO Training Mission-Afghanistan (NTM-A), which delivers training and professional development support to the national security forces of Afghanistan: the Afghan National Army (ANA), the Afghan Air Force (AAF), and the Afghan National Police (ANP).



Operation ARTEMIS is the ongoing CAF participation in maritime security and counter-terrorism operations in the Arabian Sea region.



Operations typically fit into one or more of the following categories:

Combat operations (eg, *OP APPOLLO*)
Regional security operations (**eg**, *OP ARTEMIS*)
Peace-support **and** stabilization operations (*OP JADE*)
Training and advisory operations (*OP ATTENTION*)
Humanitarian operations (*OP HESTIA*)
Non-combatant evacuation operations (*OP MOBILE*)

Operation HESTIA was the Canadian Armed Forces participation in humanitarian operations conducted in response to the catastrophic earthquake that struck Port-au-Prince, Haiti, on 12 January 2010.

Operation JADE is Canada's contribution to the United Nations Truce Supervision Organization (UNTSO) in the Middle East. The organization contains military observers who are attached to the peacekeeping forces in an area. This includes the Golan Heights, Lebanon, and Sinai

Operation MOBILE was the CAF participation in the international response to the uprising in Libya against the regime of President Moammar Gadhafi.

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CURRENT CANADIAN ARMED FORCES (CAF)

OBJECTIVE: The aim of this activity is to familiarize the cadets with the CAF's six core missions.

TIME: 60 min

TRAINING LEVELS: 3–4

PRE-ACTIVITY INSTRUCTIONS:

- This learning station requires an instructor.
- Photocopy the Fact Sheets, located at Annex O, Appendices 1–4.
- Gather the required resources:
 - CAF Video Storyboard template located at Appendix 1,
 - Pens / pencils,
 - Markers, and
 - Video recording devices, if available.

ACTIVITY INSTRUCTIONS:

1. Explain the following to the cadets:
 - (a) They will be divided into four groups and given a Fact Sheet describing one of the core missions of the CAF. If there are not enough cadets for four groups each group can be assigned two Fact Sheets or the number of core mission Fact Sheets can be reduced.
 - (b) After reviewing their fact sheet each group they will develop a 30 second commercial promoting one of the CAF core missions and include as many key points from their fact sheet as possible.
 - (c) They will be expected to share their commercial as a live performance or electronically with the other cadets.
2. Arrange the cadets into groups and distribute one fact sheet, the CAF video template and pencils to each group.
3. Allow 5 minutes for the groups to review their fact sheet and become familiar with the information.
4. Give the teams 20 min to brainstorm their own concept for a 30 second commercial and create a basic script / stick figure storyboard using the template provided.
5. If resources allow, have the teams record their videos in addition to creating a storyboard. A variety of devices can be used, such as cell phones, digital cameras, or video cameras.
6. Circulate among the groups and assist the cadets as necessary, offering suggestions and advice for improvement.
7. Give each team 2–3 min to explain their concept and present their storyboard / video to the rest of the teams.
8. The corps / squadron Commanding Officer may authorize the videos to be uploaded to corps / squadron websites / Youtube channels or shown at Annual Ceremonial Reviews, Mess Dinners, etc.

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CANADIAN ARMED FORCES VIDEO STORYBOARD TEMPLATE

Name of Project: _____

Group Members: _____





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CURRENT CANADIAN ARMED FORCES (CAF)

OBJECTIVE: The aim of this learning station is to familiarize the cadets with the CAF's Disaster Assistance Response Team (DART) and Deployed Technical Assistance Laboratory (DTAL).

TIME: 30 min

TRAINING LEVELS: 1–4

PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Photocopy the Providing Assistance Anywhere in the World handout, located at Appendix 1, for each cadet.
- Photocopy the Questions sheet, located at Appendix 2, for each group.
- Photocopy the answer sheet, located at Appendix 3.
- Preview and download the DART video.

ACTIVITY INSTRUCTIONS:

1. Explain the following to the cadets:
 - (a) In groups, you will have to answer questions either on DART or DTAL, special units of the CAF that respond to emergencies around the world.
 - (b) After answering the questions, you will have to identify 5 facts about your special unit.
 - (c) Each group will share their facts with the other group.
2. Divide the cadets into two groups. One group will learn about DART and the other about DTAL.
3. Distribute a Providing Assistance Anywhere in the World handout and question sheet to each group.
4. Have the groups answer their questions.
5. Circulate among the groups and assist the cadets as necessary. Use the answer sheet to verify that the cadets have answered their questions correctly.
6. Have each group share five facts about their special unit to the other group.
7. Show the cadets the DART video.

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PROVIDING ASSISTANCE ANYWHERE IN THE WORLD

Disaster Assistance Response Team (DART)

DART consists of about 200 CAF staff who can quickly fly into disaster areas around the world.

The primary goal is to provide emergency services, such as drinking water and medical treatment until long-term aid arrives but its missions last no longer than 40 days.

The Canadian government makes the decision to send **DART**, after it receives a request from an individual country or the United Nations.

Almost everything **DART** needs — including over 40 vehicles, 340 tonnes of supplies, 11 tonnes of medical supplies — is stored at CFB Trenton, ready to ship within 48 hours.

DART's medical aid station can serve up to 250 outpatients and 10 inpatients a day and its water purification system can produce 50 000 litres of clean drinking water per day as well as chlorinate wells and inspect water supplies.

DART has deployed on: Op CENTRAL (Honduras, 1998); Op TORRENT (Turkey, 1999); Op STRUCTURE (Sri Lanka, 2004); Op PLATEAU (Pakistan, 2005); and Op HESTIA (Haiti, 2010).

When the CAF needs to move people, supplies or equipment anywhere in the world fast it uses the huge **CC-177 Globemaster**. With a wingspan of 174 feet (53.04m), a range of 4 025 miles (6 482 km) and a payload of 86 000 pounds / 43 tonnes (39 000 kg) it is ideally suited for the task.

Deployed Technical Assistance Laboratory (DTAL)

Through the door of what looks like an ordinary ocean freighter shipping container is a world of high-tech machines and highly trained technicians working to identify terrorists or anyone hoping to harm Canadian soldiers – this is **DTAL**, the Crime Scene Investigators (CSI) of the CAF.

High-tech equipment is illuminated by fluorescent blue lights, and pictures of fingerprints, facial shots and other identifying markers line the walls.

Two fully stocked, highly advanced **DTALs** sit in 11 twenty-foot containers that can be shipped by road, rail, ship and aircraft to anywhere around the world and be operational within 24 hours.

DTAL analyzes items such as cell phones, narcotics and improvised explosive devices (IED) looking for facial, retinal and fingerprint images which the **DTAL** team can check against authorized databases and records of known terrorists and illegal groups.

DTAL belongs to the Canadian Army but all branches of the CAF work in the lab. **DTAL** supports the entire CAF and other Canadian and international agencies.

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QUESTIONS

1. What does the acronym DART mean?
2. What does the acronym DTAL mean?
3. What is the name of the airplane used by the CAF to transport huge amounts of supplies and equipment?
4. Where is the DART equipment housed?
5. Where is DTAL housed?
6. Who decides to send DART on a mission?
7. How long is DART's usual mission?
8. How quickly can DART be deployed?
9. How many outpatients can DART's medical aid team see in a day?
10. How many litres of water can DART produce in a day?
11. What lines the walls of the DTAL?
12. What color lights illuminate the DTAL?
13. What does DTAL do with images it finds on the equipment it analyzes?
14. To which branch of the CAF does DTAL belong?
15. Who does DTAL support?

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ANSWER SHEET

1. What does the acronym DART mean? **Disaster Assistance Response Team**
2. What does the acronym DTAL mean? **Deployed Technical Assistance Laboratory**
3. What is the name of the airplane used by the CAF to transport huge amounts of supplies and equipment?
C-17 Globemaster
4. Where is the DART equipment housed? **CFB Trenton**
5. Where is DTAL housed?
Eleven 20 – foot ocean freighter shipping containers
6. Who decides to send DART on a mission? **The Government of Canada**
7. How long is DART's usual mission? **No longer than 40 days**
8. How quickly can DART be deployed? **48 hours**
9. How many outpatients can DART's medical aid team see in a day? **250**
10. How many litres of water can DART produce in a day? **50 000 litres**
11. What lines the walls of the DTAL?
Pictures of fingerprints, facial shots and other identifying markers
12. What color lights illuminate the DTAL? **Blue fluorescent lights**
13. What does DTAL do with images it finds on the equipment it analyzes?
Checks them against authorized databases of known terrorists and groups.
14. To which branch of the CAF does DTAL belong? **Canadian Army**
15. Who does DTAL support?
All branches of the Canadian Armed Forces and other Canadian and international agencies

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CANADIAN ARMED FORCES (CAF) CAREERS

OBJECTIVE: The aim of this activity is to familiarize the cadets with the types of jobs available in the CAF.

TIME: 15 minutes

TRAINING LEVEL: 1–4

PRE-ACTIVITY INSTRUCTIONS:

- This learning station may be assigned an instructor or be self directed by the cadets.
- Photocopy the Matching Challenge Cards, located at Appendix 1.
- Decide which matching activity strategy will be used.
- Cut out the Matching Challenge Cards so that each page produces four cards: two labelled Occupation Pictures and two Occupation Descriptions.

ACTIVITY INSTRUCTIONS:

Have the cadets match the Occupation Pictures with the Occupation Descriptions by participating in one of the following activities.



Keep an original copy of the Card Matching Challenge that has not been cut into cards, to verify that the cadets have made a correct match.

Option A – Simple Match (Large Group). As a large group, place the cards on the table and have the cadets match the Occupation Pictures with the Occupation Descriptions.

Option B – Simple Match (Small Groups)

1. Determine the number of small groups and separate the cards into the same number of groups ensuring the corresponding Occupation Picture and Occupation Description are in the same group.
2. Have the cadets place the cards on a table and match the Occupation Pictures with the Occupation Descriptions.

Option C – Job Fair

1. Separate the cadets into two equal groups. Give the cards containing Occupation Pictures to the cadets in the first group and the cards containing Occupation Descriptions to the cadets in the second group. If there are less than 10 cadets in each group, some cadets may end up with more than one card. Conversely, if there are more than 10 cadets in each group, some cadets may have to work in pairs or groups.
2. Have the cadets in the Occupation Pictures group stand in one spot in the room and call out their occupation (eg, 'Boatswain' or 'I am a Boatswain').
3. Have the cadets in the Occupation Descriptions group read their card and walk around the room 'seeking' the picture of their described occupation.

4. Once the cadets have a match, have them verify their match with their partner then link arms until all cadets match their cards.
5. Have the cadets show their matched cards, reading the occupation name and one or two occupation description points.

Option 4 - Guess Who?

1. Display the Occupation Pictures on the wall around the room.
2. Divide the cadets into pairs and give the first partner the Occupation Description. The first cadet should not show or share the information with their partner.
3. Have the second cadet begin by asking the first partner "Can you guess who am I?"
4. Have the first cadet reply by giving the second cadet clues to help them locate the appropriate card on the wall.
5. Have the second cadet begin by saying "You...." followed by small clues (eg, "You work in the field," "You dress in green," "You help people.")
6. Have the cadets stand with linked arms beside their picture when they are done.



The instructor may create Guess Who? board game set(s), similar to the original Hasbro versions.

MATCHING CHALLENGE CARDS



Combat Engineer



Ammunition Technician

Occupation Description:

- Construct and maintain roads, airfields, heliports, bridges, causeways, rafts, permanent and temporary buildings.
- Provide drinking water by testing, purifying and filtering local supplies and by constructing local distribution systems.
- Detect and dispose of mines and bulk explosives.
- Demolish roads and bridges, and lay minefields to prevent enemy movement.

Occupation Description:

- Manage the storage of ammunition.
- Prepare and ship ammunition.
- Maintain static facilities, field and deployed installations.
- Perform safe disposal procedures on explosive ordnances.
- Conduct improvised explosive devices disposal operations.



Hull Technician

Occupation Description:

- Maintain and repair ship piping systems, pumping and flooding systems, steam heating and de-icing equipment, and the ship's pollution and sanitation systems.
- Perform arc and oxyacetylene welding.
- Perform carpentry and painting to maintain and repair ship fittings.
- Operate and maintain firefighting and damage repair equipment.
- Calculate ship stability and identify potential problems.



Maritime Surface and Sub-surface (MARS) Officer

Occupation Description:

- Act as an Officer of the Watch in Canadian Naval ships.
- Provide expertise in a wide range of activities.
- Direct and conduct strategies, tactics and procedures in the operation of ships, submarines, aircraft, maritime sensors, combat information and weapons systems.
- Provide input into the design, procurement and evaluation of ships or systems.



Infantry Soldier



Artillery Officer

Occupation Description:

- Operate and maintain a wide range of weapons, including rifle, hand-grenades, light, medium and heavy machine-guns, and anti-tank weapons.
- Use sophisticated equipment for field communications, navigation and night-vision surveillance.
- Engage in unarmed combat.
- Employ camouflage and concealment, patrol, assault, defence, and escape-and-evasion tactics.

Occupation Description:

- Operate and manage field guns, rockets, missile systems and target acquisition systems.
- Become an expert with laser range finders, fire control computers, and communication systems.
- Work with Global Positioning Systems (GPS), surveillance equipment and unmanned aerial vehicles.



Boatswain

Occupation Description:

- Operate and maintain shipboard equipment associated with cargo handling, anchors & materiel transfer at sea.
- Operate and navigate small craft.
- Plan, organize and conduct drill and ceremonies.
- Assist and supervise deck crews in maintaining the ship and its equipment including scraping and painting.
- Coordinate watch keeping duties at sea and in harbour.



Electrical Technician

Occupation Description:

- Operate and monitor electrical power-generating and distribution equipment.
- Provide electrical maintenance support for all engineering machinery and auxiliary equipment throughout the ship.
- Operate battery chargers, electrical switchboards and metering devices.
- Assist in testing, tuning, repairing, installing and inspecting electrical and electronic equipment systems.



Pilot



Air Combat Systems Officer

Occupation Description:

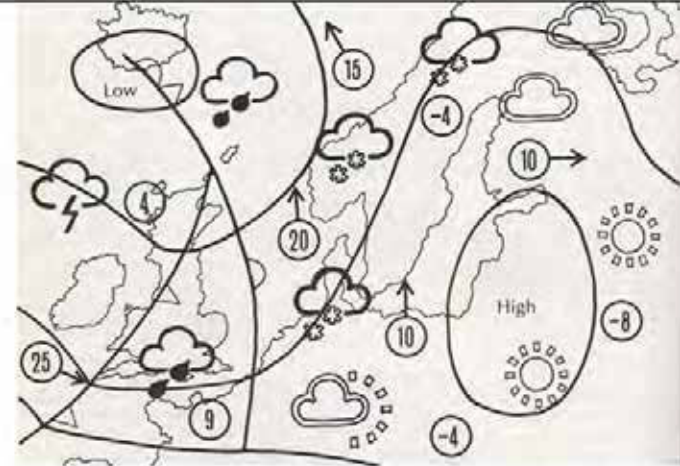
- Conduct flight operations with various RCAF aircraft.
- Plan, communicate, coordinate and execute tactical missions in support of civil authority or military objectives.
- Support humanitarian and disaster relief, and air intercept operations.
- Work with sophisticated technology for precision tactical navigation systems, advanced communication systems, sensor systems, counter-measure systems and weapon delivery systems.

Occupation Description:

- Conduct search and rescue, anti-submarine operations.
- Perform maritime surface surveillance and targeting.
- Take part in sovereignty and fisheries patrols, counter-narcotics operations.
- Train in electronic warfare and unmanned aerial vehicle operation.



Aircraft Structures Technician



Meteorological Technician

Occupation Description:

- Restore or repair defects using unique aircraft fastening hardware metals, composite materials, chemicals, adhesives, paints and textiles.
- Manufacture and install aircraft structural components for prototype projects.
- Manufacture aircraft equipment from base metals using special cutting tools, engine lathe and milling machines.
- Fabricate and repair aircraft structures using various materials.

Occupation Description:

- Observe and record surface, marine and upper air weather conditions
- Process, analyze and interpret meteorological information.
- Operate and maintain specialized meteorological instruments and equipment.
- Brief wing, ship and land unit personnel on actual and expected weather conditions.
- Forecast weather conditions.



Dental Technician



Medical Technician

Occupation Description:

- Perform preventive dentistry procedures and give preventive dentistry instruction.
- Produce dental x-rays and preliminary impressions for study casts.
- Perform clinical dental laboratory procedures.
- Perform preventive maintenance on dental equipment.
- Operate and maintain the Air Transportable Dental System.

Occupation Description:

- Provide initial care for patients.
- Prescribe some medications in accordance with their scope of practice.
- Participate in rescues from crashed vehicles, tanks, ships, aircraft and damaged buildings.
- Collect specimens and perform basic laboratory procedures.
- Perform electrocardiograms and audiograms



**Resource Management
Support Clerk**



Cook

Occupation Description:

- Control pay and leave documentation.
- Create and distribute letters to other military and civilian groups.
- Human resource administration and services.
- Financial management support services.
- Personnel support services.
- Corporate and general purpose administration.

Occupation Description:

- Operate, clean and maintain food services equipment and facilities.
- Assist in the handling and control of food and non-food supplies.
- Prepare and serve meals that range from cafeteria-style menu items to formal multi-course meals for military and civilian dignitaries.



Construction Technician



Special Operations Forces

Occupation Description:

- Construct, repair and maintain buildings for the protection of personnel and equipment
- Produce related structural designs and specifications
- Produce related structural drawings
- Construct field defences
- Harden field structures
- Erect prefabricated structures

Occupation Description:

- Train in advanced armed defence techniques.
- Take part in counter-terrorism operations and armed assistance.
- Render armed assistance in to support Canadian national security.
- Take part in various military operations, which may include, but are not limited to, surveillance, security advice and close personal protection.



Search and Rescue Technician

Occupation Description:

- Conduct Search and Rescue operations on the ground, at sea, and in the air.
- Train and use emergency medical care.
- Train and regularly use parachutes.
- Conduct mountain operations.
- Be on standby and respond to emergencies at a moments notice.



Military Police

Occupation Description:

- Investigate and report incidents involving military or criminal offenses
- Develop and apply crime prevention measures to protect military communities against criminal acts
- Provide security at selected Canadian embassies around the world.
- Perform other policing duties, such as traffic control, traffic-accident investigation, and emergency response.

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LIFE IN THE ROYAL CANADIAN NAVY (RCN), ROYAL CANADIAN AIR FORCE (RCAF) OR CANADIAN ARMY

OBJECTIVE: The aim of this learning station is to familiarize the cadets with life in the RCN, RCAF or Canadian Army.

TIME: 15 minutes

TRAINING LEVEL: 1–4

PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Choose and download one of the videos from www.forces.ca > WHO WE ARE > LIFE IN THE FORCES > Navy, Army, Air Force, Reserve Force, such as:
 - Life in the Royal Canadian Navy (RCN), 9:30 min
 - Life in the Canadian Army, 7:50 min
 - Life in the Royal Canadian Air Force (RCAF), 7:53 min
- Gather the required resources: Multimedia equipment (laptop / projector / speakers).

ACTIVITY INSTRUCTIONS:

1. Have the cadets watch one of the videos.
2. Following the video, have a discussion about what the cadets learned from it. Questions can include:
 - (a) Name one thing you learned about life in the RCN / RCAF / Canadian Army?
 - (b) Did you see anything that the RCN / RCAF / Canadian Army do that you do as a cadet?
 - (c) What types of jobs do the RCN / RCAF / Canadian Army do that keep you safe?

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CONTACT A DEPLOYED CANADIAN ARMED FORCES (CAF) MEMBER

OBJECTIVE: The aim of this activity is to have the cadets contact a deployed CAF member.

TIME: 30 min

TRAINING LEVELS: 1–4

PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Visit the Canadian Forces Operations website (<http://www.forces.gc.ca/site/operations/index-eng.asp>) and print off the information regarding the current operations in which CAF personnel are participating.
- Display the operations information in a prominent location at the learning station. It may be printed on a larger piece of paper to ensure that it can be read by all cadets.
- Prepare an envelope / package in which to send the postcards to the deployed member. Refer to the Mail for “Any Canadian Armed Forces Member” handout, located at Appendix 1, for further details.
- Gather the required resources:
 - Operation Information handout,
 - Postcards,
 - Pens / pencils, and
 - Coloured pencils.



Post cards could be simple index cards with corps / squadron crest on the back side.

ACTIVITY INSTRUCTIONS:

1. Explain the following to the cadets:
 - (a) They will be sending a postcard to a CAF member who is currently deployed on an operation.
 - (b) They are to write a brief paragraph to the CAF member detailing information about the corps / squadron, the cadet's name, and at least one question about the deployed member's current operation. They are not to include any personal information.
 - (c) The postcards will be reviewed to ensure that personal information is not shared and that the content is appropriate.
2. Lead a discussion on the chosen operation, to include:
 - (a) location,
 - (b) culture in the area,
 - (c) perceived challenges CAF members may face, and
 - (d) how the operation ties into Canadian values.
3. Review the Appendix and share the pertinent details with the cadets.

4. Have the cadets write the postcard to the deployed member.
5. Have each cadet share the question they posed for the CAF member.
6. Mail the postcards to the deployed member following the instructions contained in the Mail for “Any Canadian Armed Forces Member” handout.

MAIL FOR “ANY CANADIAN ARMED FORCES MEMBER”

CAF members serving overseas appreciate receiving correspondence from Canadians as well as groups, schools, cadet corps / squadrons and organizations from across Canada.

Bulk Mail

Schools, groups, businesses and associations may send cards and letters bulked in a parcel. The parcel is not to contain any other item other than correspondence. Parcels found to contain items other than correspondence will be returned to the sender at the sender's expense.

Addressing

The Canada Post free letter mail program is not extended to letters / cards addressed to “Any Canadian Armed Forces Member”; all such items will require postage.

Only parcels as described in the “Bulk Mail” section above are acceptable. Parcels addressed to “Any Canadian Armed Forces Member” containing any items other than correspondence will be returned to sender at the sender's expense.

All letters and parcels containing letters / cards are to be addressed to "Any Canadian Armed Forces Member". Please refer to www.forces.gc.ca > WRITE TO THE TROOPS for additional information about mailing addresses. Note that the lines "Rank / Initials / Name" and "Unit / Section" of the operational address are to be replaced with "Any Canadian Armed Forces member".

For example, if writing to Afghanistan, the address should be:

Any Canadian Armed Forces Member
Op Attention
Kabul
PO Box 5140 Stn Forces
Belleville ON K8N 5W6

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**COMMON TRAINING
ALL TRAINING LEVELS
INSTRUCTIONAL GUIDE
CANADIAN ARMED
FORCES FAMILIARIZATION**



SECTION 9

EO CX20.01 – PARTICIPATE IN CAF FAMILIARIZATION ACTIVITIES

Total Time:

Six sessions (18 periods)

THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-801/PG-001, ROYAL CANADIAN AIR CADETS PROFICIENCY LEVEL ONE QUALIFICATION STANDARD AND PLAN.

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CHAPTER 11

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



ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 1

EO M121.01 – DISCUSS AVIATION OPPORTUNITIES

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Prepare Career Investigation Sheets located at Attachment A for each group.

Prepare Career Information Envelopes located at Attachment B for each group.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest in aviation careers among the cadets.

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadets shall have discussed aviation opportunities.

IMPORTANCE

There are many career opportunities available within the aviation industry. Identifying possible opportunities stimulates an interest in the different aspects of the cadet program including aviation, aerospace, aerodrome operations and aircraft manufacturing and maintenance.

BACKGROUND KNOWLEDGE

PILOTS AND FLIGHT INSTRUCTORS

Pilots fly airplanes and helicopters to provide air transportation, training, and surveying services. Flying instructors teach flying techniques and procedures to student and licensed pilots.

Pilots and flight instructors are employed by airlines, airfreight companies, flying schools, the Canadian Forces (CF), and other public and private sector aircraft operators.

Topics such as aerodrome operations, aircraft maintenance, radio, theory of flight, navigation and meteorology will assist cadets in preparing for pilot training.

Cadet summer training qualifications include a three-week basic aviation qualification, a three-week advanced aviation qualification and gliding and power flying scholarship qualifications.

AIR TRAFFIC CONTROLLERS AND FLIGHT SERVICE SPECIALISTS

Air traffic controllers use radio communication to direct air traffic within assigned airspace. Also, they control aircraft and vehicle movement at airports. Flight service specialists provide pilots with flight information essential to aviation safety, such as weather conditions.

Air traffic controllers and flight service specialists are employed by NAV Canada and the CF.

Topics such as radio communication, aerodrome operations and air traffic control will assist cadets in preparing for air traffic control training.

Cadet summer training qualifications include a three-week basic aviation technology and aerospace qualification and a six-week advanced aviation technology qualification – airport operations.

AIRCRAFT MAINTENANCE ENGINEERS (AME)

Aircraft maintenance engineers maintain, repair, overhaul, modify and test aircraft structures and systems. The aircraft systems they work on include mechanical, hydraulic, instrument, electrical and avionics.

Aircraft manufacturing, maintenance, repair companies, airlines, the CF and other aircraft operators employ AMEs.

Topics such as aircraft maintenance will assist cadets in preparing for AME training.

Cadet summer training qualifications include a three-week basic aviation technology and aerospace qualification and a six-week advanced aviation technology qualification – aircraft maintenance.

AIR TRANSPORT RAMP ATTENDANTS

Air transport ramp attendants operate ramp-servicing vehicles and equipment, handle cargo and baggage, and perform other ground support duties.

They are employed by airlines, air services companies and the federal government.

Topics such as aerodrome operations and radio will assist cadets in preparing for groundside careers.

Cadet summer training qualifications include a three-week basic aviation technology and aerospace qualification and a six-week advanced aviation technology qualification – airport operations.

AERODROME MANAGERS

Aerodrome managers plan, organize, direct, control and evaluate the operations of an aerodrome. Some areas of responsibility may include marketing, budgeting, human resources, and managing the buildings and the land.

Aerodrome managers work for airport authorities, local governments or private airports.

Topics such as aerodrome operations and leadership will assist cadets in preparing for aerodrome management careers.

Cadet summer training qualifications include a three-week basic aviation technology and aerospace qualification and a six-week advanced aviation technology qualification – airport operations.

AEROSPACE ENGINEERS AND AIRCRAFT ASSEMBLERS

Aerospace engineers research, design, and develop aerospace vehicles, aerospace systems and their components. They also perform duties related to testing, evaluation, installation, operation and maintenance of the same.

Aircraft and spacecraft manufacturers, air transport carriers and research institutions employ aerospace engineers.

Aircraft assemblers assemble, fit and install prefabricated parts to manufacture fixed wing aircraft, rotary wing aircraft or aircraft components.

Aircraft subassembly manufacturers employ aircraft assemblers. Subassembly companies assemble the different sections of aircraft like the landing gear.

Topics such as theory of flight, aircraft maintenance and aerospace will assist cadets in preparing for design and assembly training.

Cadet summer training qualifications include a three-week basic aviation technology and aerospace qualification and a six-week advanced aviation technology qualification – aircraft maintenance.

Teaching Point 1

Conduct an aviation careers matching activity.

Time: 15 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

This activity is designed allow cadets to think about different aviation careers and how cadet training relates to these careers.

RESOURCES

- One Career Investigation Sheet per group.
- One set of Career Information Envelopes per group, to include:
 - job descriptions envelope;
 - employers envelope;
 - POs envelope; and
 - summer training qualifications envelope.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into six groups. Assign each group an aviation career from the following list:
 - pilots and flying instructors;
 - air traffic controllers and flight service specialists;
 - aircraft maintenance engineers;
 - air transport ramp attendants;
 - aerodrome managers; and
 - aerospace engineers and aircraft assemblers.



If there are less than 12 cadets in the class, divide them into three groups and assign each group two careers.

2. Give each group a Career Investigation Sheet and set of Career Information Envelopes. Advise each group that they will present their career to the class at the end of their investigation.
3. Have the groups open their job description envelopes. Cadets will have two minutes to:
 - read through all of the descriptions;
 - select the job description statements that match their careers; and
 - record the descriptions on their Career Investigation Sheets.
4. Have the groups open their employer envelopes. Cadets will have two minutes to:
 - read through all of the employers;
 - select the employers that someone from their career might work for. There may be many possible answers for each career;
 - record the employers on their Career Investigation Sheets; and
 - make a sensible case for the employers they have selected.
5. Have the groups open their PO envelopes. Cadets will have one minute to:
 - Read through all of the POs;
 - Select the POs that will help them prepare for their career; and
 - Record these POs on their Career Investigation Sheets.
6. Have the groups open their summer training qualifications envelopes. Cadets will have one minute to:
 - Read through all of the summer training qualifications;
 - Select the summer training qualifications that will help them prepare for their career; and
 - Record these summer training qualifications on their Career Investigation Sheets.
7. Call upon each group to present their career.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2**Lead a discussion on aviation careers.**

Time: 10 min

Method: Group Discussion

GROUP DISCUSSION

**TIPS FOR ANSWERING / FACILITATING DISCUSSION:**

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

SUGGESTED QUESTIONS:

- Q1. What career interests you and why?
- Q2. Does anyone know someone that works in one of these careers? What can you tell us about their job?
- Q3. How do the opportunities in the air cadet program stimulate your interest in aviation, aerospace, aerodrome operations and aircraft manufacturing and maintenance?

CONFIRMATION OF TEACHING POINT 2

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The myriad air cadet program activities expose cadets to various aspects of aviation, aerospace, aerodrome operations and aircraft manufacturing and maintenance. These experiences may encourage cadets to pursue an education / career in one these areas.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A3-003 CATO 51-01 Director Cadets 3. (2011). *Air cadet program outline*. Ottawa, ON: Department of National Defence.

C3-001 *National Occupation Classification 2001 (NOC2001)*. (2001). Retrieved 23 Mar 2006 from <http://www.hrdc.drhc.gc.ca/2001/e/generic/welcome.shtml>

CAREER INVESTIGATION SHEET

Team Members:

Career:

Job Description:

Employers:

Related POs

**Related Summer
Qualifications**

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CAREER INFORMATION ENVELOPES

Job Descriptions	
Fly airplanes and helicopters to provide air transportation, training, and surveying services.	Teach flying techniques and procedures to students and licensed pilots.
Direct air traffic within assigned airspace, and control moving aircraft and service vehicles at airports.	Provide pilots with flight information essential to aviation safety.
Maintain, repair, and test aircraft structures and systems.	Drive ramp equipment, handle cargo and baggage, and do other ground support jobs at airports.
Manage the operations of an aerodrome, including the people, the money, the buildings, and the land.	Design aerospace vehicles and systems.
Put together and install pre-made parts to make airplanes and helicopters.	

Employers				
Airlines	Air cargo companies	Canadian Forces	Private companies	Flying schools
NavCanada – runs all the air traffic control services in Canada	Aircraft manufacturing companies	Aircraft maintenance companies	Ground support companies	Airport management authorities
Local governments	Private airports	Aircraft and spacecraft manufacturers	Research institutions	Aircraft part manufacturers

POs				
Radio Communication	Principles of Flight	Meteorology	Propulsion	Navigation
Aerospace	Aerodrome Operations	Aircraft Manufacturing and Maintenance		

Summer Qualifications				
Basic Aviation	Advanced Aviation	Basic Aviation Technology and Aerospace	Advanced Aerospace	Advanced Aviation Technology – Airport Operations
Advanced Aviation Technology – Aircraft Manufacturing and Maintenance	Glider Pilot Scholarship	Power Pilot Scholarship		



ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 2

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

Total Time:

60 min X 4

THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO

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CHAPTER 12

PO 129 – COMMUNICATE USING THE PHONETIC ALPHABET AND NUMBERS



ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



EO M129.01 – RECITE THE PHONETIC ALPHABET AND NUMBERS

Total Time:

30 min

PREPARATION

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 as it orients the cadets to identify the phonetic alphabet and numbers, generates interest and presents basic information.

A game was chosen for TP 2 as it is a fun and challenging way to review the material and have the cadets practice the skills.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadets shall have recited the phonetic alphabet and numbers.

IMPORTANCE

It is important to know how to properly use the phonetic alphabet and numbers while communicating over a radio. This skill mitigates any potential confusion when speaking over a radio. Real danger can occur from misinterpretation of messages. Cadets will use this skill during familiarization flying, airport operations activities and aircrew survival training.

Teaching Point 1**Describe the phonetic alphabet and identify the phonetic numbers.**

Time: 10 min

Method: Interactive Lecture

PHONETIC ALPHABET

The phonetic alphabet is used because letters that sound similar might be confused when said over a radio. An example of similar sounding letters is 'M' and 'N'. Therefore, each letter of the alphabet is associated with a word that is easily understood over the radio.

The phonetic alphabet is as follows:

- A – Alpha.
- B – Bravo.
- C – Charlie.
- D – Delta.
- E – Echo.
- F – Foxtrot.
- G – Golf.
- H – Hotel.
- I – India.
- J – Juliet.
- K – Kilo.
- L – Lima.
- M – Mike.
- N – November.
- O – Oscar.
- P – Papa.
- Q – Quebec.
- R – Romeo.
- S – Sierra.
- T – Tango.
- U – Uniform.
- V – Victor.
- W – Whiskey.
- X – X-Ray.
- Y – Yankee.
- Z – Zulu.

Use of the phonetic alphabet can be heard on a familiarization flight when the pilot communicates the aircraft's call letters to the tower.

PHONETIC NUMBERS

Phonetic numbers are used to avoid misunderstandings when using radio communication. Numbers are enunciated in the following manner:

- 0 – Zee-ro.
- 1 – Wun.
- 2 – Too.
- 3 – Tree.
- 4 – Fow-er.
- 5 – Fife.
- 6 – Six.
- 7 – Seven.
- 8 – Ait.
- 9 – Nin-er.

Numbers are always spoken as single digits, except for whole thousands. For example, 5 280 would be spoken “fife too ait zee-ro” and 5 000 would be spoken “fife tou-sand.”

Symbols are spoken as words over the radio; eg. the word decimal, pronounced “day-see-mal”, is used where there is a number with a decimal point.

Air traffic controllers use phonetic numbers to communicate to pilots what runway to use when taking off and landing.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. Why is the phonetic alphabet used?
- Q2. How is “Y” pronounced using the phonetic alphabet?
- Q3. How is the number four pronounced?

ANTICIPATED ANSWERS:

- A1. To avoid confusion between letters that sounds alike.
- A2. Yankee.
- A3. Fow-er.

Teaching Point 2

Conduct games where the cadets use the phonetic alphabet and numbers.

Time: 15 min

Method: Game

ACTIVITY

Time: 5 min

OBJECTIVE

The objective of this game is for cadets to spell out their name using the phonetic alphabet and numbers.

RESOURCES

- Whiteboard, and
- Whiteboard markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the class into two groups.
2. Alternating groups, have each cadet spell their first and last name using the phonetic alphabet.
3. Give each cadet a number to pronounce.
4. For each cadet that spells their name correctly and provides the correct pronunciation for the number, give the group two points (one point for their name and one point for the number).
5. The group with the most points wins the game.

SAFETY

Nil.

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this game is to solve hangman words and phrases by asking for the letters and numbers phonetically.

RESOURCES

- Whiteboard, and
- Whiteboard markers.

ACTIVITY LAYOUT

Provide the cadets with a classroom or training area with a whiteboard placed visible to all the cadets.

ACTIVITY INSTRUCTIONS

1. Divide the class into two groups.
2. Choose a word or phrase and write the number of blanks on the whiteboard (incorporate numbers into the word or phrase, eg. Mission Impossible 3).
3. Draw the frame for the man to be hung on.
4. Alternating groups, have each group choose a letter or number phonetically.
5. If the letter or number is in the word or phrase, write it in the proper blank.
6. If the letter is not in the word or phrase, draw the head on the frame and write the letter on the board so it does not get chosen again.
7. Continue drawing the head, body, arms, legs and feet each time a letter is not present in the word or phrase.
8. The first group to guess the word or phrase wins.
9. If the man is completely drawn before the word or phrase is guessed, both groups lose.
10. Repeat steps 3 to 9.

SAFETY

Nil.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Knowledge of the proper way to use the phonetic alphabet and numbers is essential to ensure radio messages are transmitted and understood. This knowledge ensures the proper use of voice procedures during familiarization flying, airport operations activities and aircrew survival training.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A3-001 A-CR-CCP-263/PT001 *From the ground up: Millennium edition* (2000). Ottawa, ON: Aviation Publishers.

CHAPTER 13
PO 130 – PARTICIPATE IN AVIATION ACTIVITIES



ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 1

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

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Review all aircraft listed to determine if any have been acquired for / retired from service.



The training aids for this EO can be presented in a number of ways, depending on the resources available at the squadron. Images of the aircraft are located at Attachment A in a MS Word document. If the squadron has the means to use a computer / projector, the aircraft images can be accessed from a PowerPoint presentation located at Attachment B.

Set up equipment for visual presentation for TPs 1–3.

Create enough sets of matching cards for TP 4 from the set located at Attachment B. It is recommended that the cards be printed in colour on heavy stock (450 g/m² / 120 lb) paper. Ensure matching cards are in complete sets.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1–3 as it orients the cadets to aircraft, generates interest and presents basic information.

A game was selected for TP4 as it is a fun and challenging way to confirm the cadets' knowledge of the material.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified military, civilian and cadet aircraft.

IMPORTANCE

Basic aircraft identification creates a base of understanding for further aviation topics. It adds value to additional aviation activities such as aerodrome tours, air shows and familiarization flying. It also fosters an interest in the military and civilian aviation communities by introducing cadets to aircraft commonly found in those communities.

Teaching Point 1**Identify Canadian military aircraft.**

Time: 15 min

Method: Interactive Lecture

CANADIAN MILITARY AIRCRAFT

Military aircraft are used for a wide variety of tasks. These tasks include training, transport, maritime patrol, defence and search and rescue. Most military aircraft are painted flat grey or camouflage for low visibility. These high visibility planes used for Search and Rescue (SAR) work are painted bright yellow and red.



Select at least 11 aircraft to present during TP1 with at least one aircraft from each category. Present aircraft common to the cadets' community.

CANADIAN CARRIERS (TRANSPORT)**CC-115 Buffalo**

The CC-115 Buffalo is mainly used for SAR operations. It has short take-off and landing (STOL) capability, which is ideal for rough landing strips. It is able to fly in almost any weather. The Buffalo is painted a highly visible yellow. It has two turboprop engines, high wings and a t-tail.



<http://www.airforce.forces.gc.ca/v2/netpub/index-eng.asp?rid=2204-CX2005-0096-393a>

Figure 1 CC-115 Buffalo

CC-130 HERCULES

The CC-130 Hercules is one of the most multipurpose transport planes. It is used to airlift troops, equipment and cargo. It is also used in SAR operations and in air-to-air refuelling of fighters. With its rear cargo ramp, rugged landing gear, good short-field performance and high ground clearance of engines / propellers, the C-130 is designed to operate from unimproved airstrips in active military areas. The Hercules has four turboprop engines, high wings and a distinctively large tail.



<http://www.airforce.forces.gc.ca/v2/netpub/index-eng.asp?rid=1956-CX2005-0096-331a>

Figure 2 CC-130 Hercules

CC-138 TWIN OTTER

The highly adaptable CC-138 Twin Otter is well suited for Canada's ever-changing northern climate and terrain. This STOL utility transport aircraft can land on water, land, snow and ice. Powered by twin turboprop engines, the Twin Otter is highly manoeuvrable and has a service ceiling of over 8 000 metres. It can be outfitted with wheels, skis or floats to land on virtually any surface. The CC-138 is used in SAR missions, and transport and support roles to the Canadian Forces' northern operations. It can carry up to 20 passengers or 2 999 kg of payload, and has a range of 1 427 km.



<http://www.airforce.forces.gc.ca/v2/netpub/index-eng.asp?rid=4209-540-IMG0075>

Figure 3 CC-138 Twin Otter

CC-144 CHALLENGER

The CC-144 Challenger, DND's twin-engine, long-range executive jet, offers rapid air transportation to Canadian and international VIPs. With a range of up to 5 930 km and a maximum speed of Mach 0.83, the Challenger can quickly deliver passengers almost anywhere in the world. The Air Force's Challenger fleet includes four VIP aircraft and two utility aircraft. The utility jets are used for military transport and can be configured for medical evacuations (medevacs) when troops are in need.



<http://www.airforce.forces.gc.ca/v2/netpub/index-eng.asp?rid=4322-761-IMG0029>

Figure 4 CC-144 Challenger

CC-150 A310 POLARIS

The CC-150 Polaris is the military version of a popular civilian commercial airliner, the Airbus A310-300. The main role of the Polaris is long-range transport of personnel and equipment. It can transport up to 194 passengers or 32 000 kg of cargo. The CC-150 is a wide-body, two engine turbojet with low wings.



<http://www.airforce.forces.gc.ca/v2/netpub/index-eng.asp?rid=5687-2007-03-19-02HQ>

Figure 5 CC-150 Polaris

CC-177 (C-17) GLOBEMASTER III

CC-177 Globemasters transport large amounts of passengers and equipment over long distances in response to domestic emergencies or international crises. It provides rapid strategic delivery of troops to cargo transport of oversized combat equipment from coast to coast and to anywhere in the world - including to troops in Afghanistan. The Globemaster can be flown with night vision goggles which give it tactical advantage when flying into threatening territory. Operated by a crew of three - pilot, co-pilot and loadmaster - the CC-177, with a payload of 160 000 pounds, can fly long distances and land in remote airfields, making it a premier transporter for military, humanitarian and peacekeeping missions. The CC-177 is able to take off and land on unpaved runways as short as 3 500 feet and as narrow as 90 feet wide during the day or night.



<http://www.airforce.forces.gc.ca/v2/netpub/index-eng.asp?rid=8223-GD2008-0786-002>

Figure 6 CC-177 Globemaster III

CANADIAN FIGHTERS (CF) (DEFENCE)

CF-188 (CF-18) Hornet

The CF-18 Hornet is a high-performance twin-engine jet fighter that can perform air-to-air combat or ground-attack roles. The most visible difference of the CF version of this aircraft is a paint scheme incorporating a “spoof” canopy on the underside of the front fuselage. This “spoof” canopy is used to confuse an opponent in the heat of a dogfight as to “which side is up”. The distinctive angled twin vertical fins on the tail most easily identify the CF-18.



<http://www.airforce.forces.gc.ca/v2/netpub/index-eng.asp?rid=7356-BN2008-0094-19>

Figure 7 CF-188 Hornet

CANADIAN HELICOPTERS (CH)

CH-124 SEA KING

A ship-borne maritime helicopter, the CH-124 Sea King's compact design boasts a fold-up rotor and tail that help it fit on the smallest warship's deck, and its amphibious hull lends it the ability to land on water. It is powered by two turboshaft engines and is equipped with subsurface acoustic detection equipment and homing torpedoes. The Sea King lifts off from destroyers and frigates to locate and destroy submarines. Capable of flying in day or night, the CH-124 is a versatile surveillance aircraft, contributing to SAR operations, disaster relief, counter-narcotic operations, and fisheries and pollution patrols. The Sea King is to be replaced by the CH-148 Cyclone.



<http://www.airforce.forces.gc.ca/v2/netpub/index-eng.asp?rid=8197-SW2006-0343-66>

Figure 8 CH-124 Sea King

CH-139 JET RANGER

This single-engine trainer is currently used at 3 Canadian Forces Flying Training School (3 CFFTS) in Portage la Prairie, Manitoba, where the Air Force's helicopter trainees earn their wings. Side-by-side pilot seating makes the CH-139 ideal for training. Flight controls and doors are fitted at both positions, making them easily accessible to pilot and trainer alike. The passenger / cargo compartment is located immediately behind the cockpit, providing seating for three passengers or space for cargo.



<http://www.airforce.forces.gc.ca/v2/equip/ch139/index-eng.asp>

Figure 9 CH-139 Jet Ranger

CH-146 GRIFFON

The CH-146 Griffon is Canada's Utility Transport Tactical Helicopter (UTTH). It performs a wide variety of roles that includes airlift of equipment and personnel, command and liaison flights, surveillance and reconnaissance, casualty evacuation, logistic transport, SAR, counter-drug operations and domestic relief operations. The Griffon has a four-blade main rotor and landing skids. It has a camouflage paint scheme.



<http://www.airforce.forces.gc.ca/v2/netpub/index-eng.asp?rid=7848-VH2007-0004-039>

Figure 10 CH-146 Griffon

CH-147 CHINOOK

The CH-147 Chinook is a twin-engine medium-to-heavy-lift helicopter re-introduced as a Canadian aircraft first deployed with the Joint Task Force Afghanistan. The CH-147 Chinook is used for troop movement and transportation of equipment and supplies with a minimum range of 100 km at maximum loading in various climatic conditions. The CH-147 Chinook provides SAR support within Canada. It has the ability to provide timely response to national emergencies in both the eastern and western regions of the country assisting in emergency response to disasters such as floods, forest fires and earthquakes. The fleet will be based primarily at CFB Petawawa with CH-147 Chinook's supporting the Canadian Manoeuvre Training Center in Wainwright Alberta, being based at CFB Edmonton.



<http://www.airforce.forces.gc.ca/v2/equip/ch147d/index-eng.asp>

Figure 11 CH-147 Chinook

CH-148 CYCLONE

The CH-148 Cyclone will replace the CH-124 Sea King as Canada's main ship-borne maritime helicopter. The Cyclone will conduct Surface and Subsurface Surveillance and Control, utility and SAR missions. This twin-engine helicopter is compatible with the latest high-tech naval frigates and includes several new safety features. Its aluminum and composite airframe is built with lightning-strike and high-intensity radio frequency pulse protection. The CH-148 Cyclone has a day-and-night flight capability, and can fly in most weather conditions in temperatures ranging from minus 51 to plus 49 degrees Celsius. The CH-148 Cyclone can also fly 450 km without refuelling.



<http://www.airforce.forces.gc.ca/v2/netpub/index-eng.asp?rid=3016-PMO06-0001-B>

Figure 12 CH-148 Cyclone

CH-149 CORMORANT

The CH-149 Cormorant is a SAR helicopter. It has three powerful engines that drive a five-bladed rotor. Its ice protection system allows it to operate in continuous icing conditions. It is able to withstand high winds. These features make it ideal for Canada's demanding geography and climate. The CH-149 Cormorant has rear-ramp access and a large amount of cabin space. It can carry 12 stretchers or a load of 5 000 kg. Unlike the Griffon, the CH-149 Cormorant has retractable landing gear and is painted bright yellow.



<http://www.airforce.forces.gc.ca/v2/netpub/index-eng.asp?rid=2857-ISD01-2009>

Figure 13 CH-149 Cormorant

CANADIAN TRAINERS (CT)

CT-114 Tutor

The CT-114 Tutor may be the most well known aircraft flown by the Canadian Forces (CF). It is the plane flown in the Snowbirds air demonstration squadron. The CT-114 Tutor was used as a training aircraft from 1971 until 2000. It was designed and built in Canada. The CT-114 Tutor has a single jet engine, low wings and a t-tail.



<http://www.airforce.forces.gc.ca/v2/equip/ct114/index-eng.asp>

Figure 14 CT-114 Tutor

CT-142 DASH-8

Navigators from around the world come to Canada to train on the CT-142 Dash-8. At the Canadian Forces Air Navigation School (CFANS) in Winnipeg, MB, this twin turboprop aircraft is used to teach students aerial navigation and tactics. Designed and produced in Canada, the CT-142 is a conversion of the popular Dash-8 airliner. It was adapted for navigation training by manufacturer Bombardier Inc. in the late 1980s.



<http://www.airforce.forces.gc.ca/v2/netpub/index-eng.asp?rid=2177-WG2002-0257-20a>

Figure 15 CT-142 Dash-8

CT-155 HAWK

The CT-155 Hawk was selected for the North Atlantic Treaty Organization (NATO) Flying Training in Canada (NFTC) program because of its similarities to frontline fighter aircraft. Student pilots graduate from the CT-156 Harvard II to this highly advanced jet trainer. Its Rolls-Royce turbofan engine powers the jet to supersonic speeds. The Hawk's sophisticated glass cockpit features a heads-up display (HUD), hands-on throttle and stick (HOTAS) controls, and integrated navigation and targeting systems. The jet can perform a wide range of high performance training missions. NFTC students train on the Hawk during the program's final stage. Once they've logged 125 flight hours, Canada's student fighter pilots are ready to join 410 Squadron, the Operation Training Unit, which flies CF-18 Hornets.



<http://www.airforce.forces.gc.ca/v2/equip/ct155/index-eng.asp>

Figure 16 CT-155 Hawk

CT-156 HARVARD II

This agile turboprop trainer is the aircraft of choice for the early stages of NFTC program. The CT-156 has an initial climb rate of about 1 km per minute. It can handle sustained 2G turns at an altitude of 7 500 metres. The aircraft is ideally suited to help new pilots move seamlessly from basic flight training to high-performance jet training. Its performance, cockpit layout and ejection protocols mimic those of the CT-155 Hawk jet trainer.



<http://www.airforce.forces.gc.ca/v2/equip/ct156/index-eng.asp>

Figure 17 CT-156 Harvard II

CANADIAN PATROL (CP)

CP-140 Aurora

The CP-140 Aurora is a maritime patrol aircraft. It carries special sensing equipment so it can detect and monitor boats and submarines. The prominent tail boom is the most obvious feature of this aircraft. It has four turboprop engines and low wings.



<http://www.airforce.forces.gc.ca/v2/netpub/index-eng.asp?rid=4412-824-IMG0001>

Figure 18 CP-140 Aurora

CP-140A ARCTURUS

The CP-140A Arcturus is the sister aircraft to the CP-140 Aurora. The CP-140A Arcturus is used to monitor Canada's East Coast. This long-range patrol aircraft protects our coastlines from foreign threats and illegal activity. This aircraft also fulfills many of the same roles as the CP-140 Aurora: maritime surveillance, SAR operations, drug trafficking interdiction and territorial and sovereignty patrols. It is also used for pilot and crew training.



<http://www.airforce.forces.gc.ca/v2/equip/resrc/images/hst/l-g/arcturus.jpg>

Figure 19 CP-140A Arcturus

CONFIRMATION OF TEACHING POINT 1



Amend the questions and answers to include the aircraft discussed in TP1

QUESTIONS:

- Q1. What aircraft is this? (Show CC-130 Hercules)
- Q2. What aircraft is this? (Show CT-114 Tutor)
- Q3. What aircraft is this? (Show CH-146 Griffon)

ANTICIPATED ANSWERS:

- A1. Military, CC-130 Hercules.
- A2. Military, CT-114 Tutor.
- A3. Military, CH-146 Griffon.

Teaching Point 2

Time: 10 min

Identify civilian aircraft.

Method: Interactive Lecture

CIVILIAN AIRCRAFT

Civilian aircraft are used in a wide variety of roles including recreational, training, and transportation of people and cargo. Civilian aircraft have a wide range of paint schemes and use more colors than military aircraft. These aircraft are seen at civilian aerodromes.

Cessna 172

The Cessna 172 is commonly used for primary flight training and familiarization flying. It is a four seat aircraft that has high wings, tricycle landing gear and a single propeller.



<http://www.airliners.net/search/photo.search?id=277285>

Figure 20 Cessna 172

Piper PA-28 Cherokee

Another popular recreational and training aircraft is the Piper PA-28 Cherokee. This aircraft has low wings, tricycle landing gear and a single propeller.



<http://www.airliners.net/search/photo.search?id=246912>

Figure 21 Piper PA-28

Boeing 737

The Boeing 737 is one of the world's most popular commercial jet transport aircraft. It is a short- to medium-range airplane. They can carry 85 to 189 passengers, depending on the model. The Boeing 737 is flown by airlines including WestJet and Sunwing. The Boeing 737 has a low-wing configuration and tricycle landing gear, like most commercial transport planes. It has two turbofan jet engines mounted under the wings.



<http://www.airliners.net>

Figure 22 Boeing 737

Airbus A320

The Airbus A320 is a very popular commercial jet transport aircraft. They can carry 100 to 220 passengers, depending on the model. The Airbus 320 also has a low-wing configuration, nose gear, and two turbofan jet engines mounted under the wings. The biggest difference between the Airbus and the Boeing 737 is the technology in the cockpit. Airbus uses computer technology to a greater extent than Boeing. Air Canada flies the Airbus A320, and several other Airbus models.



<http://www.airliners.net/search/photo.search?id=313545>

Figure 23 Airbus A320

Bombardier 415

The Bombardier 415 amphibious aircraft is the backbone of firefighting missions around the world. Launched in 1994, this high-wing, all-metal amphibian remains the only aircraft specifically designed for aerial firefighting. Its proven technology and fire-extinguishing power make it an effective machine for the job. This aircraft may also be configured for humanitarian relief, maritime SAR, surveillance and personnel transport.



http://www.aircraftinformation.info/Images/Bombardier_415_02.jpg

Figure 24 Bombardier 415

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What aircraft is this? (Show Piper PA-28)
- Q2. What aircraft is this? (Show Boeing 737)
- Q3. What aircraft is this? (Show Cessna 172)

ANTICIPATED ANSWERS:

- A1. Civilian, Piper PA-28.
 A2. Civilian, Boeing 737.
 A3. Civilian, Cessna 172.

Teaching Point 3**Identify cadet aircraft**

Time: 5 min

Method: Interactive Lecture

CADET AIRCRAFT

Cadet aircraft are used for training and familiarization flying. They are usually painted bright yellow and blue. (The term “cadet aircraft” is intended to mean aircraft currently owned by the cadet program and does not include other aircraft cadets may use on Power Flying Scholarships (other model Cessnas, Katanas, etc.).)

GLIDER**Schweitzer - SGS 2-33a Glider**

The Schweitzer SGS 233A is the glider used by the Air Cadet Gliding Program for training and familiarization flying. It is a sturdy, two-place tandem (front and back seating, instead of side by side) glider, with high wings. They can be launched by auto-tow, winch or tow-plane.



<http://www.aircadetleague.com/manitoba/Gliding.html>

Figure 25 SGS 233A Glider

TOW AIRCRAFT**Bellanca Scout – 8GCBC**

The Bellanca Scout is one of the types of tow-planes used in the Air Cadet Gliding Program. It is a two-place tandem, high wing, tail-dragger aircraft.



<http://www.aircadetleague.com/manitoba/Gliding.html>

Figure 26 Bellanca Scout

L19 BIRD DOG – CESSNA 305 (C305)

The L19 Bird Dog is another tow-plane used in the Air Cadet Gliding Program. Like the Scout, the Bird Dog is a two-place tandem, high wing, tail-dragger aircraft. The L19 has a rear window, and more of a bend to the fuselage than the Scout.



<http://www.aircadetleague.com/manitoba/Gliding.html>

Figure 27 L19 Bird Dog

Cessna 182P

The Cessna 182P is another tow plane used in the Air Cadet Gliding Program. Like the Bird Dog, it has a rear window but has four seats instead of two. Unlike either the Scout or the Bird Dog, which are both tail-draggers, it has a tricycle landing gear.



<http://www.cadets.ca/regions/pac/air-aviation.aspx?id=95360&terms=cadet+tow+plane>

Figure 28 Cessna 182P

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. What aircraft is this? (Show L19 Bird Dog)
- Q2. What aircraft is this? (Show Schweizer SGS 233A)
- Q3. What aircraft is this? (Show Bellanca Scout)

ANTICIPATED ANSWERS:

- A1. Cadet, L19 Bird Dog.
- A2. Cadet, Schweizer SGS 233A.
- A3. Cadet, Bellanca Scout.

Teaching Point 4**Conduct an aircraft identification game.**

Time: 25 min

Method: Game

OBJECTIVE

The objective of this activity is to have the cadets practice identifying military, civilian and cadet aircraft by participating in a memory matching game.

RESOURCES

- One set of aircraft identification matching cards located at Attachment B per group.

ACTIVITY LAYOUT

Set up the classroom with large flat areas, one for each group, to play the game.

ACTIVITY INSTRUCTIONS

1. Divide cadets into groups of four or less.
2. Issue each group one set of aircraft identification matching cards. The cards should be laid out in a five by four grid, face down (as illustrated in Figure 30).



Note. Created by Director Cadets 3, 2009 Ottawa, ON: Department of National Defence.

Figure 29 Five by Four Card Grid

3. Have the first cadet turn two cards over:
 - (a) if it is not a match, the cards are turned back face down and the turn passes to the next cadet.
 - (b) if it is a match:
 - (1) but the cadet is unable to identify the aircraft; the cards are turned back over and the turn passes to the next cadet; or
 - (2) and the cadet identifies the aircraft; the cadet keeps the two cards, and takes another turn.
4. The game can be repeated as time allows, mixing up the cards.



Circulate among the groups to supervise and assist as necessary.

Answer questions the cadets have about the game.

Ensure cadets are able to correctly identify the matching pairs before removing them from the grid.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 4

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Aircraft identification is a fun way of getting involved in aviation. Cadets can apply this knowledge during aviation field trips, familiarization flying and any time they see aircraft.

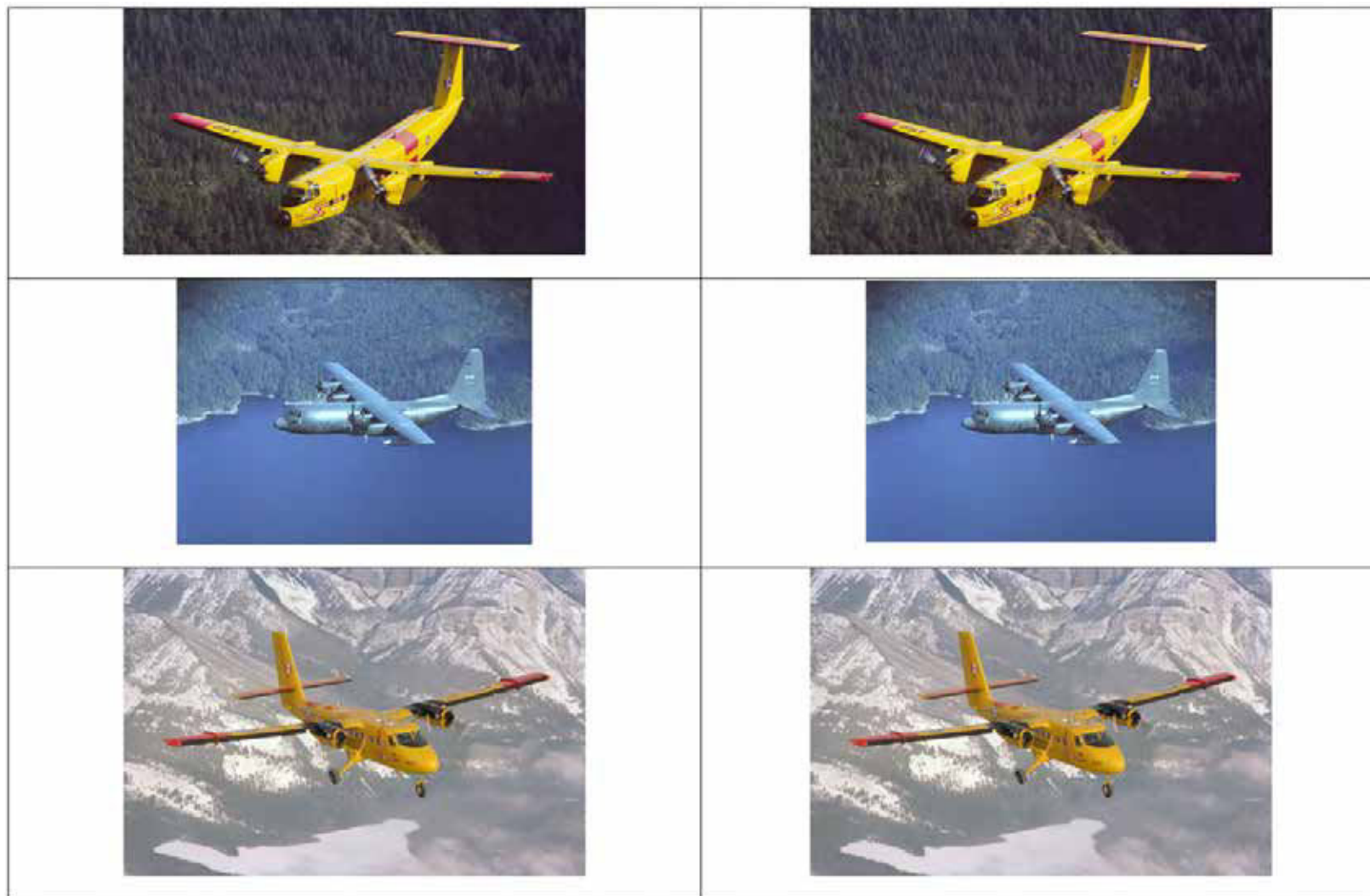
INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A3-007 Canadian Forces. (2009). Retrieved 24 Jul 2009, from <http://www.airforces.forces.gc.ca/v2/equip/index-eng.asp>

AIRCRAFT IDENTIFICATION MATCHING GAME CARDS

























<p>CC-115 Buffalo</p> 	<p>CC-130 Hercules</p> 	<p>CC-138 Twin Otter</p> 	<p>CC-144 Challenger</p> 	<p>CC-150 Polaris</p> 
<p>CC-177 Globemaster</p> 	<p>CF-188 Hornet</p> 	<p>CH-124 Sea King</p> 	<p>CH-139 Jet Ranger</p> 	<p>CH-146 Griffon</p> 
<p>CH-147 Chinook</p> 	<p>CH-148 Cyclone</p> 	<p>CH-149 Cormorant</p> 	<p>CT-114 Tutor</p> 	<p>CT-142 Dash-8</p> 

<p>CT-155 Hawk</p> 	<p>CT-156 Harvard II</p> 	<p>CP-140 Aurora</p> 	<p>CP-140A Arcturus</p> 	<p>Cessna 172</p> 
<p>Piper PA-28 Cherokee</p> 	<p>Boeing 737</p> 	<p>Airbus A320</p> 	<p>Bombardier 415</p> 	<p>Schweitzer SGS 2-33A</p> 
<p>Bellanca Scout</p> 	<p>L19 Bird Dog – Cessna 305 (C305)</p> 	<p>Cessna 182P</p> 		

Time: 25 min

EO M130.01

IDENTIFY AIRCRAFT AS MILITARY, CIVILIAN AND CADET



Military Aircraft Categories

- Carriers – CC (Transport)
- Fighters - CF
- Helicopters - CH
- Trainers - CT
- Patrol – CP

M130.01 – Identify Aircraft as Military, Civilian and Cadet



Carrier (Transport) Aircraft

- CC-115 Buffalo
- CC-130 Hercules
- CC-138 Twin Otter
- CC-144 Challenger
- CC-150 A320 Polaris
- CC-177 (C-17) Globemaster III

M130.01 – Identify Aircraft as Military, Civilian and Cadet



CC-115 BUFFALO



M130.01 – Identify Aircraft as Military, Civilian and Cadet



CC-130 HERCULES



M130.01 – Identify Aircraft as Military, Civilian and Cadet



CC-138 TWIN OTTER



M130.01 – Identify Aircraft as Military, Civilian and Cadet



CC-144 CHALLENGER



M130.01 – Identify Aircraft as Military, Civilian and Cadet



CC-150 A320 POLARIS



M130.01 – Identify Aircraft as Military, Civilian and Cadet



CC-177 (C-17) GLOBEMASTER III



M130.01 – Identify Aircraft as Military, Civilian and Cadet



Fighter Aircraft

- CF-188 (CF-18) Hornet

M130.01 – Identify Aircraft as Military, Civilian and Cadet



CF-188 (CF-18) HORNET



M130.01 – Identify Aircraft as Military, Civilian and Cadet



Helicopters

- CH-124 Sea King
- CH-139 Jet Ranger
- CH-146 Griffon
- CH-147 Chinook
- CH-148 Cyclone
- CH-149 Cormorant

M130.01 – Identify Aircraft as Military, Civilian and Cadet



CH-124 SEA KING



M130.01 – Identify Aircraft as Military, Civilian and Cadet



CH-139 JET RANGER



M130.01 – Identify Aircraft as Military, Civilian and Cadet



CH-146 GRIFFON



M130.01 – Identify Aircraft as Military, Civilian and Cadet



CH-147 CHINOOK



M130.01 – Identify Aircraft as Military, Civilian and Cadet



CH-148 CYCLONE



M130.01 – Identify Aircraft as Military, Civilian and Cadet



CH-149 CORMORANT



M130.01 – Identify Aircraft as Military, Civilian and Cadet



Patrol Aircraft

- CP-140 Aurora
- CP-140A Arcturus

M130.01 – Identify Aircraft as Military, Civilian and Cadet



CP-140 AURORA



M130.01 – Identify Aircraft as Military, Civilian and Cadet



CP-140A ARCTURUS



M130.01 – Identify Aircraft as Military, Civilian and Cadet



Training Aircraft

- CT-114 Tutor
- CT-142 Dash-8
- CT-155 Hawk
- CT-156 Harvard II

M130.01 – Identify Aircraft as Military, Civilian and Cadet



CT-114 TUTOR



M130.01 – Identify Aircraft as Military, Civilian and Cadet



CT-142 DASH-8



M130.01 – Identify Aircraft as Military, Civilian and Cadet



CT-155 HAWK



M130.01 – Identify Aircraft as Military, Civilian and Cadet



CT-156 HARVARD II



M130.01 – Identify Aircraft as Military, Civilian and Cadet



WHAT KIND OF AIRCRAFT ARE THESE?

M130.01 – Identify Aircraft as Military, Civilian and Cadet





M130.01 – Identify Aircraft as Military, Civilian and Cadet





M130.01 – Identify Aircraft as Military, Civilian and Cadet





M130.01 – Identify Aircraft as Military, Civilian and Cadet



Civilian Aircraft

- Cessna 172
- Piper PA-28 Cherokee
- Boeing 737
- Airbus A320
- Bombardier 415

M130.01 – Identify Aircraft as Military, Civilian and Cadet



CESSNA 172



M130.01 – Identify Aircraft as Military, Civilian and Cadet



PIPER PA-28 CHEROKEE



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Photo Copyright Pierre Lamonde

M130.01 – Identify Aircraft as Military, Civilian and Cadet



BOEING 737



M130.01 – Identify Aircraft as Military, Civilian and Cadet



AIRBUS A320



M130.01 – Identify Aircraft as Military, Civilian and Cadet



BOMBARDIER 415



M130.01 – Identify Aircraft as Military, Civilian and Cadet



WHAT KIND OF AIRCRAFT ARE THESE?

M130.01 – Identify Aircraft as Military, Civilian and Cadet





M130.01 – Identify Aircraft as Military, Civilian and Cadet





M130.01 – Identify Aircraft as Military, Civilian and Cadet





M130.01 – Identify Aircraft as Military, Civilian and Cadet



Cadet Aircraft

- Schweitzer SCG 2-33A
- Bellanca Scout 8 GCBC
- L19 Bird Dog – Cessna 305 (C305)
- Cessna 182P

M130.01 – Identify Aircraft as Military, Civilian and Cadet



SCHWEITZER SCG 2-33A



M130.01 – Identify Aircraft as Military, Civilian and Cadet



BELLANCA SCOUT 8 GCBC



M130.01 – Identify Aircraft as Military, Civilian and Cadet



L19 BIRD DOG – CESSNA 305



M130.01 – Identify Aircraft as Military, Civilian and Cadet



CESSNA 182P



M130.01 – Identify Aircraft as Military, Civilian and Cadet



WHAT KIND OF AIRCRAFT ARE THESE?

M130.01 – Identify Aircraft as Military, Civilian and Cadet





M130.01 – Identify Aircraft as Military, Civilian and Cadet





M130.01 – Identify Aircraft as Military, Civilian and Cadet





M130.01 – Identify Aircraft as Military, Civilian and Cadet



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ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 2

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

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Create enough puzzle envelopes for each group with puzzle pieces as outlined at Attachments A to D. It is recommended that the cards be printed on heavy stock (450 g/m² / 120 lb) paper.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have described the main components of an airplane.

IMPORTANCE

A basic understanding of the components of an airplane provides a foundation for further aviation learning. It creates a familiarity that contributes to the cadets' appreciation of the familiarization flying and aviation tour experiences.



Before starting the class, split the cadets into groups as described in the activities. This allows for the class to be conducted within time limits.

Teaching Point 1**Define aircraft and airplane. Describe the fuselage.**

Time: 5 min

Method: Interactive Lecture

DEFINITIONS**Aircraft**

“An aircraft is a device that is used or intended to be used for flight in the air. Some examples of aircraft are hot air balloons, blimps, gliders, planes, helicopters, and hang-gliders.”

Aviation Safety Board, 2007.

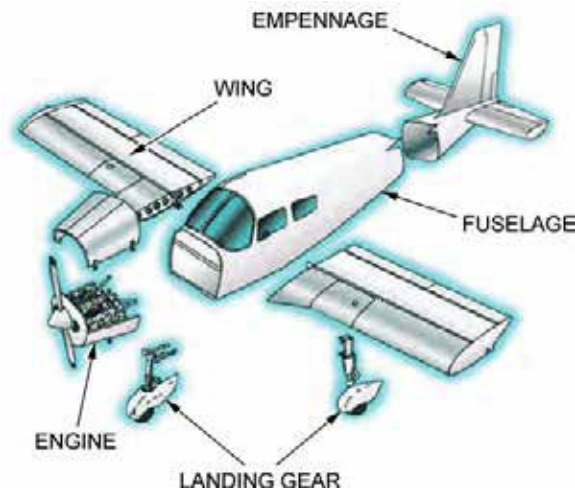
Airplane

“An airplane is a power-driven, heavier-than-air aircraft deriving its lift in flight from aerodynamic reactions (lift) on surfaces that remain fixed under given conditions of flight (wings).”

MacDonald, 2006.

FUSELAGE

The fuselage is the body of the aircraft, designed to accommodate the crew, passengers and cargo. The cockpit or crew flight deck is the part of the fuselage where the pilot and flight crew operate the aircraft. The fuselage is the structural body to which the wings, the tail section, landing gear and (in most small aircraft) the engine are attached.



Note: From Free Online Private Pilot Ground School. (2007). Private Pilot Ground School. Retrieved December 14, 2011 from <http://www.free-online-private-pilot-ground-school.com/aircraft-structure.html>

Figure 1 Airplane Components

ACTIVITYTime: 1 min

OBJECTIVE

This objective of this activity is to familiarize the cadet with the five components of an airplane.

RESOURCES

Basic Airplane Component Puzzle Pieces, one set per group.

ACTIVITY LAYOUT

Divide the class into groups of four or less. Cadets will work in the same groups for all the puzzle activities.

ACTIVITY INSTRUCTIONS

1. Provide each group with an envelope of puzzle pieces.
2. Give the groups one minute to put together the puzzle.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

- Confirm the puzzles are assembled correctly.
- Assist cadets experiencing difficulty with the activity.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Describe the wings.

Time: 5 min

Method: Interactive Lecture



See Figure 1 – Airplane components to reference the location of these parts.

WINGS

The fuselage is fitted with a wing on each side. The primary purpose of the wings is to support the aircraft in flight by producing lift.

The **wing root** is where the wing meets the fuselage.

The **wing tip** is the part farthest from the fuselage.

The **leading edge** is the front edge of the wing running from wing root to wing tip. The trailing edge is the back edge of the wing running from wing root to wing tip.

Ailerons are moveable surfaces that are hinged to the trailing edge of each wing, close to the wingtip. The ailerons control roll. Roll is the banking of the aircraft to the left and the right. The ailerons move in opposite directions to each other.

Flaps are moveable surface that are hinged to the trailing edge of each wing, closer to the wing root than the ailerons. They can be used during landing and take-off to provide more controlled flight at slower airspeeds. Flaps are operated with a lever or hand-wheel in the cockpit.

ACTIVITY

Time: 1 min

OBJECTIVE

The objective of this activity is to familiarize the cadet with the fuselage and wings.

RESOURCES

Fuselage and Wing Puzzle Pieces, one set per group.

ACTIVITY LAYOUT

Cadets will work in the same groups as the previous puzzle activity.

ACTIVITY INSTRUCTIONS

1. Provide each group with an envelope of puzzle pieces.
2. Give the groups one minute to put together the puzzle.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

- Confirm the puzzles are assembled correctly.
 - Assist cadets experiencing difficulty with the activity.
-

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Describe the empennage.

Time: 5 min

Method: Interactive Lecture

EMPENNAGE

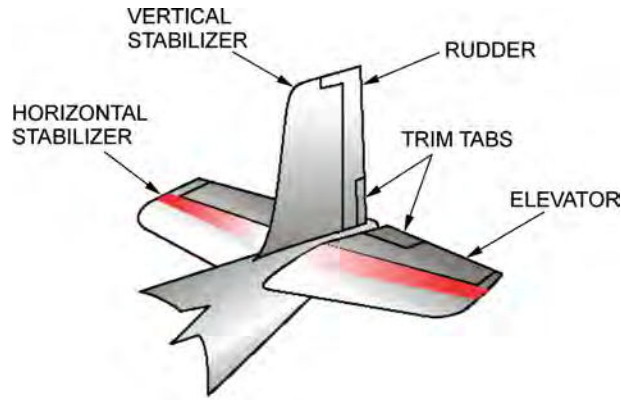
The empennage refers to the whole tail section of a plane. It includes the horizontal stabilizer, elevator, vertical stabilizer, and rudder.

The **horizontal stabilizer** is at the back of the aircraft, and helps keep the aircraft stable as it flies through the air. The horizontal stabilizer does not move.

The **elevator** is hinged to the horizontal stabilizer and is operated by moving the control column forward and backward. The elevator controls pitch. Pitch is the up and down movement of the aircraft's nose.

The **vertical stabilizer**, also called the fin, is an upright surface on the empennage. It helps keep the aircraft stable as it flies through the air. The vertical stabilizer does not move.

The **rudder** is hinged to the fin and is operated by the rudder pedals in the cockpit. The rudder controls yaw. Yaw is the side-to-side movement of the aircraft.



Note: From Free Online Private Pilot Ground School. (2007). Private Pilot Ground School. Retrieved December 14, 2011 from <http://www.free-online-private-pilot-ground-school.com/aircraft-structure.html>

Figure 2 Empennage Components

ACTIVITY

Time: 1 min

OBJECTIVE

The objective of this activity is to familiarize the cadet with the empennage.

RESOURCES

Empennage Puzzle Pieces, one set per group.

ACTIVITY LAYOUT

Cadets will work in the same groups as the previous puzzle activity.

ACTIVITY INSTRUCTIONS

1. Provide each group with an envelope of puzzle pieces.
2. Give the groups one minute to put together the puzzle.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

- Confirm the puzzles are assembled correctly.
- Assist cadets experiencing difficulty with the activity.
- This puzzle will attach to the puzzle from TP2.

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4**Describe the landing gear.**

Time: 5 min

Method: Interactive Lecture

LANDING GEAR

Landing gear on an airplane is like the tires on a car. The landing gear supports the aircraft when it is on the ground and absorbs the shock of landing. All aircraft have their landing gear under the main part of the fuselage or wings. Landing gear can be fixed or retractable. Fixed gear is attached to the airplane in a permanent position. Retractable gear can fold up into the wings or the fuselage.

There are two main landing gear configurations. Both configurations have the main wheels or main gear toward the middle of the aircraft. In a nose wheel configuration (also called tricycle) there is another wheel or gear under the nose. In a tail wheel configuration (also called conventional or tail dragger) there is another wheel or gear under the tail.



Note: From Bush-Planes.com. Best bush planes: flying. Retrieved December 14, 2011 from <http://www.bush-planes.com/index.html>

Figure 3 Nose Gear v. Tail Gear

CONFIRMATION OF TEACHING POINT 4

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

Teaching Point 5**Describe the propulsion system.**

Time: 5 min

Method: Interactive Lecture

PROPULSION SYSTEM

Power is produced by an internal combustion engine (the same as a car) with a two or three bladed propeller or a gas turbine (jet) engine. A jet can be used to power a propeller – this is called a turboprop engine.

The cowling (also called the nacelle) is like the hood of a car. It encloses the engine and streamlines the airplane to reduce drag. The cowling provides cooling of the engine by ducting cool air around the engine.

ACTIVITY

Time: 1 min

OBJECTIVE

This objective of this activity is to familiarize the cadet with the landing gear and propulsion system.

RESOURCES

Landing Gear and Propulsion System Puzzle Pieces, one set per group.

ACTIVITY LAYOUT

Cadets will work in the same groups as the previous puzzle activity.

ACTIVITY INSTRUCTIONS

1. Provide each group with an envelope of puzzle pieces.
2. Give the groups one minute to assemble the puzzle.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

- Confirm the puzzles are assembled correctly.
- Assist cadets experiencing difficulty with the activity.
- This puzzle will attach to the puzzle from TP3.

CONFIRMATION OF TEACHING POINT 5

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Being able to describe the main components of an airplane gives the cadets the knowledge needed to appreciate and successfully participate in further aviation lessons.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A3-001 A-CR-CCP-263/PT-001 *From the ground up: Millennium edition (28th edition)*. (2000). Ottawa, ON: Aviation Publishers.

C3-023 *Electronic Code of Federal Regulations Title 14: Aeronautics and Space, Section 1.1 (2005)*. Retrieved 25 April 2006 from www.ecfr.gpoaccess.gov

C3-346 Bush-Planes.com. *Best bush planes: flying*. Retrieved December 14, 2011 from <http://www.bush-planes.com/index.html>

C3-347 Free Online Private Pilot Ground School. (2007). *Private Pilot Ground School*. Retrieved December 14, 2011 from <http://www.free-online-private-pilot-ground-school.com/aircraft-structure.html>

C3-348 FAA-Aircraft-Certification.com. *Your complete guide to FAA aircraft certification*. (2007). Retrieved October 17, 2011, from <http://www.faa-aircraft-certification.com/faa-definitions.html#H>

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ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 3

EO M130.03 – CONSTRUCT A MODEL AIRPLANE

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Prepare a completed model airplane and collect model material and tools.

Photocopy Paper Model Assembly Instruction located at Attachment A and Attachment B, one for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TP 1 as it is an interactive way to present the content and the construction of a model airplane.

A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge about building a model airplane.

INTRODUCTION

REVIEW

The review for this lesson is EO M130.02.

OBJECTIVES

By the end of this lesson the cadet shall have constructed a model airplane.

IMPORTANCE

Cadets have learned to identify the components of an airplane. This knowledge will be useful during familiarization flights, hangar visits, and other aviation activities. Being able to construct a model airplane provides cadets a method of confirming their knowledge of airplane components.

Teaching Point 1**Construct a model airplane.**

Time: 45 min

Method: In-Class Activity

ACTIVITY

Time: 30 min

OBJECTIVE

The objective of this activity is to have the cadets construct a model airplane.



The purpose of this model is to incorporate the major components as discussed in M130.02 – NOT to build a flying model. With the propeller and landing gear attached, this model will be too heavy to fly. The assembly time provided in this lesson does not allow sufficient drying time to produce an airworthy model. Aerodynamic features of assembly have been omitted for simplicity.

RESOURCES

- Paper model template (one per cadet),
- Instruction sheet located at Attachment A (one per cadet),
- Thumbtack (one per cadet),
- 1" binder clip (one per cadet),
- Scissors (one pair per cadet),
- Glue stick (one stick per two cadets), and
- Markers (to be shared by all cadets).

ACTIVITY LAYOUT

Nil.



Supervise the cadets' work to ensure that they are following the instructions provided.

While supervising and assisting as needed, ask cadets to identify parts of the airplane.

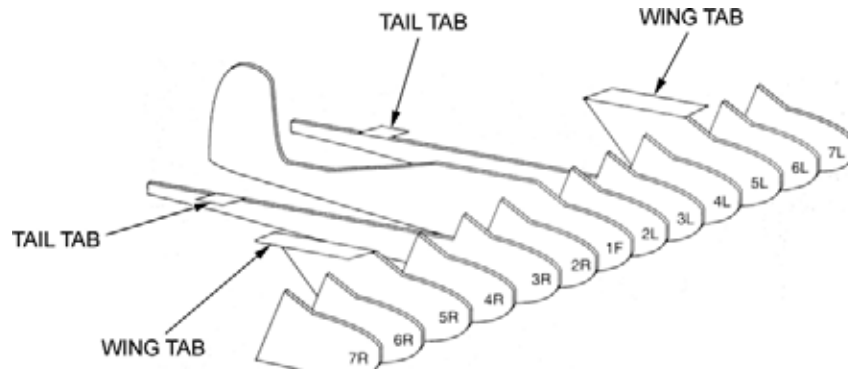
Ensure cadets identify the leading and trailing edges of the wings and attach the wings facing the correct direction

Ask other instructors to assist in supervising the activity and assisting in answering questions.

ACTIVITY INSTRUCTIONS

1. Provide the cadets with the instructions sheet located at Attachment A.
2. Have the cadets cut out all the airplane pieces. Cadets must be careful not to mix their pieces with others around them.

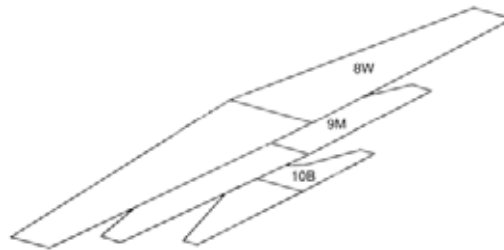
- Have the cadets assemble the fuselage by gluing pieces 1F through 7R and 7L to build up fuselage layers, carefully aligning parts. Ensure that the entire contacting surface of a smaller piece being fastened to a larger one is completely covered with glue.



Adapted from Fabulous Paper Gliders

Figure 1 Fuselage Assembly

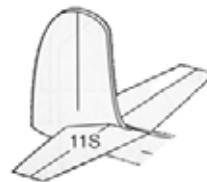
- Have the cadets assemble the wings by gluing 9M to the bottom of wing part 8W. Glue 10B to the bottom of 9M making sure the wing parts are aligned along the centreline. Fold down the wing tabs on the fuselage, and apply glue to them. Fasten the wing assembly to the fuselage.



Adapted from Fabulous Paper Gliders

Figure 2 Wing Assembly

- Have the cadets assemble the tail by folding down the tail tabs on the fuselage, and applying glue to them. Fasten the horizontal stabilizer 11S to the fuselage.



Adapted from Fabulous Paper Gliders

Figure 3 Tail Assembly

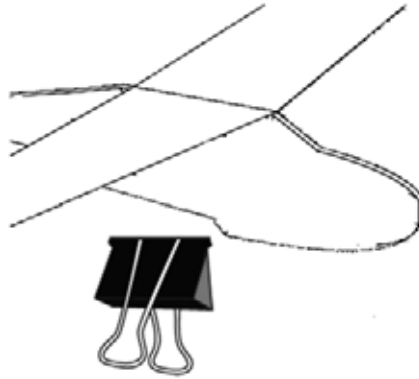
- Have the cadets attach the propeller by piercing the centre of 12P with the thumbtack, and pushing the thumbtack into the centre of the fuselage assembly.



Adapted from Fabulous Paper Gliders

Figure 4 Propeller Assembly

7. Have the cadets attach the landing gear by clipping the binder clip to the bottom of the fuselage, underneath the wings.



Adapted from Fabulous Paper Gliders

Figure 5 Landing Gear Assembly

8. Have the cadets color the model as desired.
9. Have the cadets clean up, discarding all scrap paper and return materials.



Once the activity has been completed, examine the model airplanes to ensure that all of the components are assembled correctly.

SAFETY

Care should be taken when handling the thumbtacks, scissors, and glue.

INSTRUCTOR GUIDELINES

Nil.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the assembly of an airplane will serve as the confirmation of this TP.

Teaching Point 2**Participate in a group discussion on parts of an airplane and constructing the model airplane.**

Time: 5 min

Method: Group Discussion

**TIPS FOR ANSWERING/FACILITATING DISCUSSION:**

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

SUGGESTED QUESTIONS:

- Q1. What did you learn about airplane parts from this activity?
- Q2. How did this activity help you understand airplanes better?

CONFIRMATION OF TEACHING POINT 2

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

END OF LESSON CONFIRMATION

Review the components of an airplane with the following questions, using the model created by the cadets as a training aid. Point out the various components of an airplane discussed in the previous class.

SUGGESTED QUESTIONS:

- Q1. What is the purpose of the landing gear?
- Q2. Where are the ailerons located?
- Q3. What movement does the rudder produce?

SUGGESTED ANSWERS:

- A1. The landing gear supports the aircraft when it is on the ground and absorbs the shock of landing.
- A2. Ailerons are hinged to the trailing edge of each wing, close to the wingtip. .
- A3. The rudder controls the movement called yaw. Yaw is the side-to-side movement of the aircraft.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Model building is an excellent opportunity to apply theoretical knowledge. Being able to identify and describe the main components of an airplane allows the cadets to more actively participate aviation activities.

INSTRUCTOR NOTES / REMARKS

Nil.

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*. Sterling Publishing: New York, NY.

PAPER MODEL ASSEMBLY INSTRUCTIONS

1. Cut out all the airplane pieces. Be careful not to mix your pieces with others.

2. Glue pieces 1F through 7R and 7L to build up fuselage layers, carefully aligning parts. Ensure that the entire contacting surface of a smaller piece being fastened to a larger one is completely covered with glue.

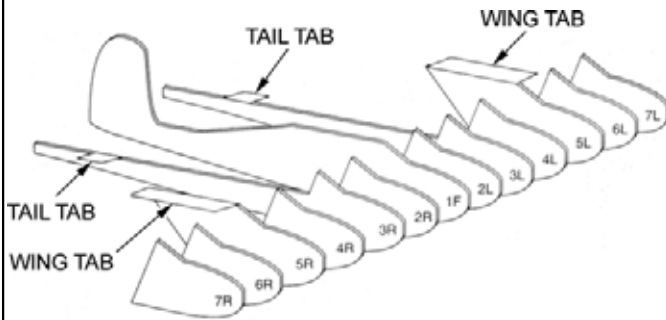


Figure A-1 Fuselage Assembly

3. To assemble the wings, glue 9M to the bottom of wing part 8W. Then glue 10B to the bottom of 9M. Make sure the wing parts are aligned along the centreline. Fold down the wing tabs on the fuselage, and apply glue to them. Fasten the wing assembly to the fuselage.

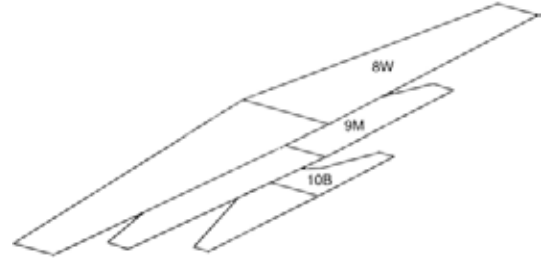


Figure A-2 Wing Assembly

4. To assemble the tail, fold down the tail tabs on the fuselage, and apply glue to them. Fasten the horizontal stabilizer 11S to the fuselage.

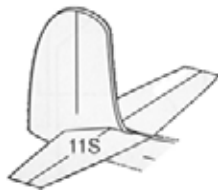


Figure A-3 Tail Assembly

5. To attach the propeller, pierce the centre of 12P with the thumbtack, and push the thumbtack into the centre of the fuselage assembly.

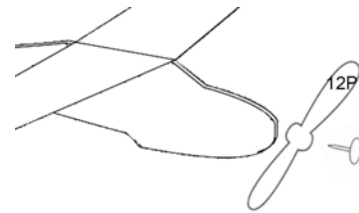


Figure A-4 Propeller Assembly

6. To attach the landing gear, clip the binder clip to the bottom of the fuselage, underneath the wings.

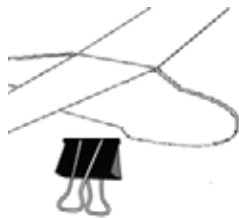
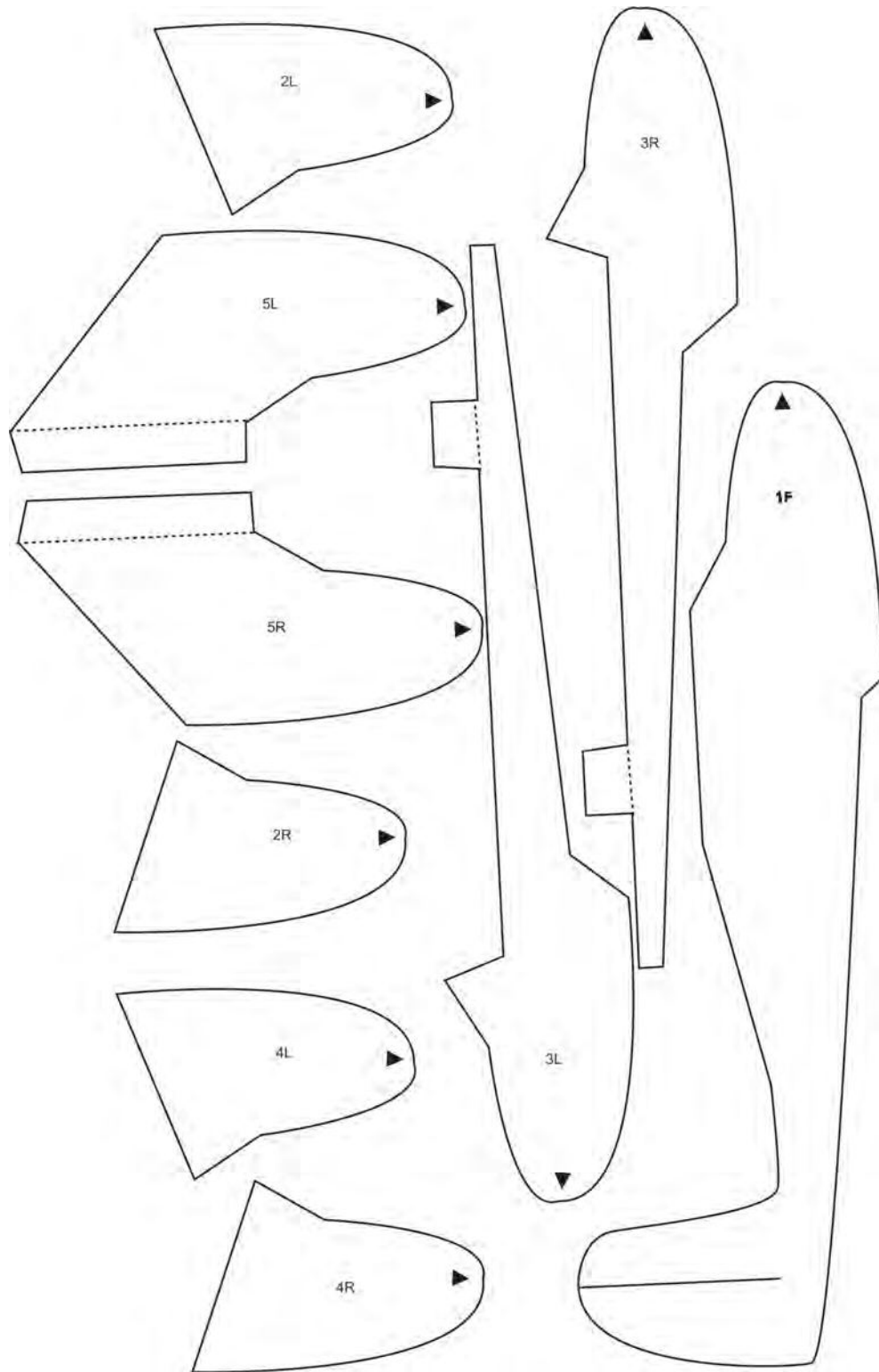
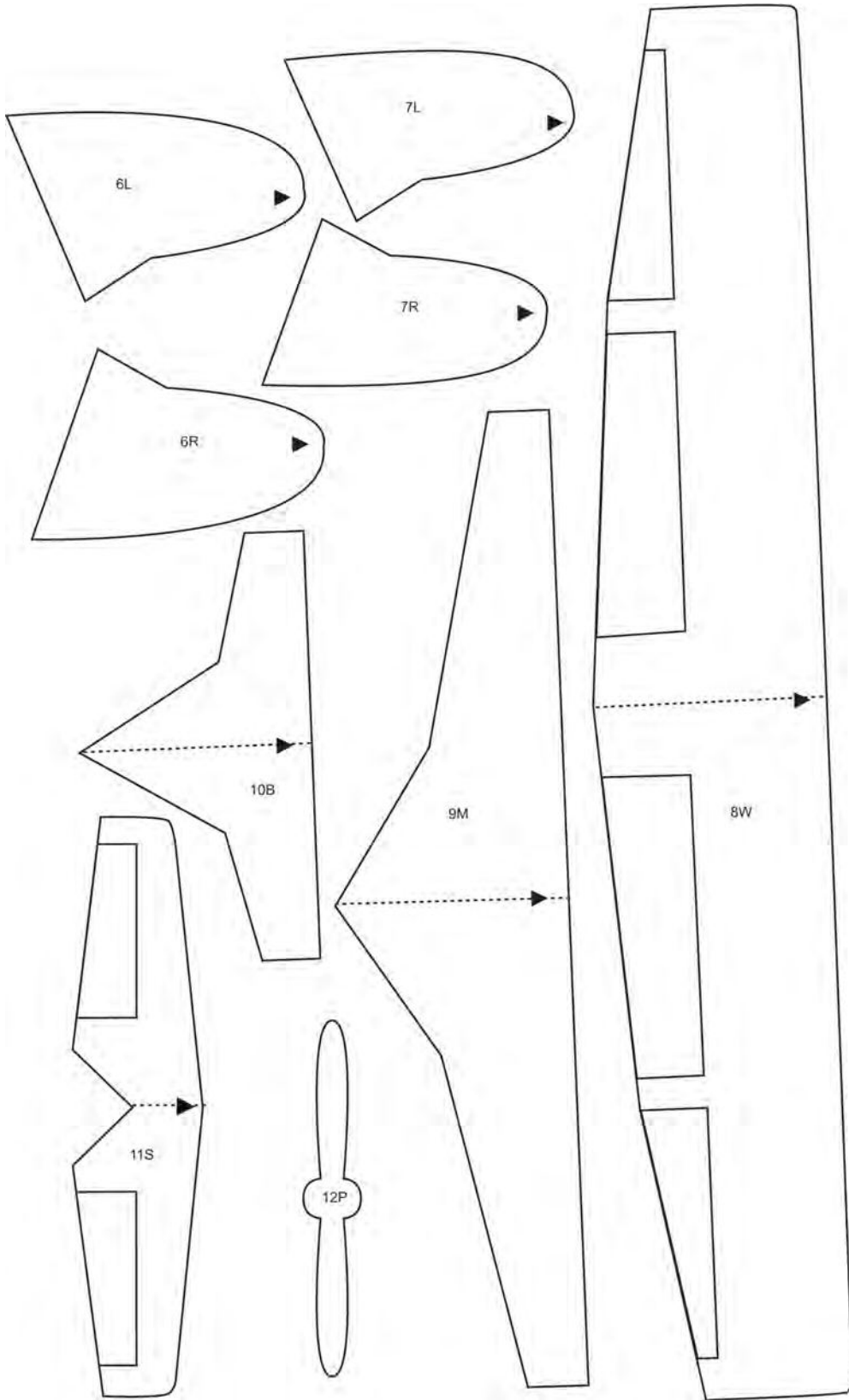


Figure A-5 Landing Gear Assembly

7. Color the model as desired.

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ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 4

EO M130.04 – WATCH AN *ON CANADIAN WINGS* SEGMENT

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Prepare a suitable classroom area with available media.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen as it is an interactive way to present the content.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have watched an *On Canadian Wings* segment.

IMPORTANCE

Discovering Canadian aviation history will give cadets a better understanding of the current role of aviation in Canada. Knowledge gained in this lesson will assist in stimulating an interest in the RCAF.

Teaching Point 1**Watch an *On Canadian Wings* segment.**

Time: 25 min

Method: In-Class Activity

ACTIVITY

Time: 25 min

OBJECTIVE

The objective of this activity is to become familiar with Canadian aviation history through watching an episode of *On Canadian Wings*.

RESOURCES

Select one video segment. The video segments include the following information:

EPISODE: CANADA'S FIRST FLIGHT

The shaky flights of flying machines sow the seeds for military aviation. Soon hundreds of Canadian flying cadets are shown dashing around in their biplanes. Canada's first aircrews are on their way to war.

Length (00:13:26)

EPISODE: AERIAL WARFARE

Canadian aircrews serve in fighter squadrons at Dunkirk and go into action against German Zeppelins, seaplanes and U-boats. Canadian flying aces Major Billy Bishop, Major Raymond Collishaw and Major Billy Barker become household names.

Length (00:12:22)

EPISODE: THE BIRTH OF A NATIONAL AIR FORCE

With little fanfare, the RCAF comes into being on April 1, 1924. As war clouds loom over Europe, the new air force is on active service. The RCAF grows to the fourth largest air force of the allied nations.

Length (00:11:58)

EPISODE: THE AERODROME OF DEMOCRACY

Canadian squadrons see sustained combat in the Battle of Britain and help to keep the sea lanes from Canada to England open. RCAF schools across Canada train more than 150,000 Commonwealth air and groundcrews.

Length (00:12:48)

EPISODE: SOME OF THE FEW

Flying aces F/L Buzz Beurling, Wing Commander Johnnie Johnson and Flight Lt. D.E. Hornell are immortalized with a string of spectacular wartime successes.

Length (00:12:22)

EPISODE: BOMBS OVER EUROPE

The famous No. 6 Bomber Group is formed as the bomber offensive heats up over Europe. Squadron Leader Ian Bazalgette and Pilot Officer Andrew Mynarski each earned a Victoria Crosses (VC).

Length (00:12:55)

EPISODE: FAST TIMES FOR THE GOLDEN JETS

Canadian aircrews are again involved in combat over Korea. The Golden Hawks formation flying team of F86 Sabres – the Spitfires of the jet age, dazzle audiences around the world.

Length (00:12:37)

EPISODE: A TIME OF TRANSITION

Canada develops the Avro Arrow – a supersonic jet fighter that could out fly anything in the world. The Diefenbaker government mysteriously cancels the project and destroys all drawing and prototypes.

Length (00:11:57)

EPISODE: THERE SHALL BE WINGS

Canada's air force support North Atlantic Treaty Organization (NATO) and United Nations (UN) operations in the Balkans, the Middle East, Africa, Central America and Haiti, and humanitarian relief worldwide.

Length (00:13:00)

ACTIVITY LAYOUT

Arrange the room to ensure all cadets are able to see and hear the video segment.

ACTIVITY INSTRUCTIONS

1. Introduce the video segment to be shown.
2. Show the complete video segment.
3. Following the segment, have the cadets answer questions specific to the chosen segment.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Choose one of the following sets of questions to pose, based on the segment selected.

CONFIRMATION OF TEACHING POINT 1

SUGGESTED QUESTIONS:

Canada's First Flight

- Q1. Who were the founding members of the Aerial Experimental Association?
- Q2. What was the name of the aircraft they initially used?
- Q3. In which year did the first aviation policy appear?
- Q4. How many people were members of the Canadian aviation corps?

- A1. Alexander Graham Bell, J.A.D. McCurdy, Casey Bothman.
- A2. The Silver Dart.
- A3. 1907.
- A4. Three People.

Aerial Warfare

- Q1. How long did the strategic bombing campaign last?
 - Q2. How many zeppelins were destroyed during World War 1 (WW 1)? How many by Canadians?
 - Q3. Who was Billy Bishop and what did he do?
-
- A1. One Year.
 - A2. 12 destroyed, 6 of them by Canadians.
 - A3. Billy Bishop was one of the first Canadian aviation aces. He had 72 confirmed victories and was decorated with the Victoria Cross.

The Birth of a National Air Force

- Q1. What major event occurred in 1920?
- Q2. What was the goal of military aviation at that time?
- Q3. Where was the largest pilot training camp situated?
- Q4. In 1937 the RCAF was given a very precise mandate, what was that mandate?

- A1. The CAF was dismantled.
- A2. Cartography, medical evacuations, ice patrols, surveillance and fighting forest fires.
- A3. Borden, Ontario.
- A4. To defend Canadian airspace.

The Aerodrome of Democracy

- Q1. What was Canada's role at the beginning of WW 2?
- Q2. Most of the pilots were trained on which aircraft?

Q3. How many Squadrons were initially based in Halifax?

Q4. How many U-boats did the RCAF sink?

A1. Canada was an immense centre of pilot training for the Commonwealth nations.

A2. Tiger Moth.

A3. Five.

A4. Twenty-seven.

Some of the Few

Q1. Name the ace of Canadian aces during WW II?

Q2. Which Canadian squadron was victorious over the most enemy aircraft in 1944 and how many aircraft did they shoot down?

Q3. Name the two new types of aircraft used by Canada as the end of the war approached.

A1. Buzz Beurling.

A2. 418 Sqn with 103 confirmed victories.

A3. Mustang, Typhoon, and Mosquito.

Bombs over Europe

Q1. What was the first Canadian bomber Squadron and when was it created?

Q2. Which bombers did Canadians use?

Q3. Who was the commander of the first all-Canadian Squadron in Great Britain?

A1. 405 Sqn was formed in April 1941.

A2. Wellington, Halifax, Lancaster, Liberator, and Mosquito.

A3. Johnny Fauquier.

Fast times for the Golden Jets

Q1. In 1948, Canada acquired numerous aircraft. What were they and how many were acquired?

Q2. Canada was divided, due to resources, into several search and rescue regions. How many regions and how many aircraft were assigned to this task?

Q3. What was the name of the aircraft and the training base used in the formation of the first military aviation demonstration team?

Q4. Canada began the construction of its own all-Canadian aircraft. What was its name?

A1. Eighty-five Vampires.

A2. Five regions and 34 aircraft.

A3. Blue Devils flew Vampires at St-Hubert, Quebec (QC).

A4. CF-100 Canuck.

A Time of Transition

- Q1. What aircraft was supposed to replace the CF-100?
- Q2. Following the failure of the Avro Arrow, which aircraft did Canada buy?
- Q3. What major event occurred in 1968?
- Q4. New aircraft appeared during this period. Name at least 3 of them.

- A1. The Avro Arrow.
- A2. F-101 Voodoo.
- A3. The unification of the three branches of the Canadian Forces.
- A4. Caribou, Buffalo, Hercules, Tutor, Dassault Falcon, Sea King, and CF 5 Freedom Fighter.

There Shall be Wings

- Q1. In which year was the aerial command group formed?
- Q2. In which year did the first CF-18 (CF-188 Hornet) arrive in Canada?
- Q3. How many Canadian CF-18s were sent to serve during the Gulf War?

- A1. 1975.
- A2. 1981.
- A3. Twenty-four.

END OF LESSON CONFIRMATION

The cadet's participation in the activity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Discovering Canadian aviation history will give cadets a better understanding of the current role of aviation in Canada. Knowledge gained in this lesson will assist in stimulating an interest in the RCAF.

INSTRUCTOR NOTES / REMARKS

The instructor shall choose only one segment to watch for the mandatory period.

The instructor may choose to view and discuss additional segments as part of complementary training, C130.03 (Watch an *On Canadian Wings* Segment).

REFERENCES

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

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ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 5

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

Total Time:	30 min
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PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Ensure access to single engine, non-high performance airplane.

Arrange for 1 qualified pilot per 10 cadets (maximum group size) to conduct the inspection.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TP 1 as it is an interactive way to present a walk-around aircraft inspection.

A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge about and experience with walk-around aircraft inspection.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have participated in a walk-around aircraft inspection.

IMPORTANCE

Carefully inspecting an airplane before flight is one way the pilot ensures that the airplane is operational and safe. The walk-around inspection is an opportunity to apply knowledge of major airplane components. It is an introduction to the culture of safety that surrounds aviation.

Teaching Point 1**Supervise a walk-around aircraft inspection.**

Time: 20 min

Method: In-Class Activity

BACKGROUND KNOWLEDGE

This information is representative only. Always refer to and follow the recommendations of the manufacturer in carrying out any inspections and procedures. Individual models of airplane may have special procedures and inspection guidelines that may vary from the information given in this guide.

GENERAL

Flight safety includes the possession of knowledge, using common sense, and self-discipline. Thorough inspections and following established procedures allows a pilot to ensure that important safety considerations are not overlooked. One of these practices is conducting a walk-around inspection of the aircraft before a flight. The purpose of the walk-around is to notice any damage or condition that may pose a safety hazard to the flight. A walk-around can identify problems early in the flight preparation process, so that changes can be made if necessary (eg, minor repairs, changing aircraft, etc.). If any damage is noticed, it should be brought to the attention of an aircraft maintenance engineer, and noted in the aircraft's technical logbook. It is ultimately the pilot's decision whether an aircraft is in condition to fly. It is always better to make a decision on the side of safety, than to be caught in a potentially dangerous situation while flying.

CABIN

Before beginning the external inspection of the airplane, there are some preparatory things to be done inside the cabin.

Control locks should be removed. The control lock is a device that makes the control column / yolk immobile, so that the control surfaces (ailerons and elevators) do not move in the wind.

The pilot should ensure that the ignition is off, to avoid an unintended engine start.

The master switch controls power to the electrical systems in the airplane. The master switch should be turned on to supply power to the fuel gauges and the flaps. The fuel level indicated on the fuel gauges should be noted. This indicated level is cross-checked with a visual check of the actual fuel levels. The flaps should be fully lowered. The master switch should then be turned off to avoid draining the battery.

WINGS

Aircraft that are parked outside overnight are usually tied down to anchors beneath the wings and tail. The wing tie-downs should be removed from the airplane. There may be external control locks placed over the ailerons to prevent movement. These should be removed.

The flap sliders should be inspected to ensure secure attachment and minimal "play" or unwanted freedom of movement.

The aileron attachment points should be inspected to ensure security. The ailerons should be moved through their full range of motion to confirm correct and free movement.

All wing surfaces, the leading edge, and the trailing edge should be checked for dents, tears, cracks, wrinkles, bulges or missing rivets.

A small amount of fuel should be drained from the fuel tank drain valve and visually checked to see if there is any water or sediment in the fuel. Water appears as bubbles at the bottom of the cup as water is heavier than fuel. The fuel should also be checked to see that it is the correct fuel grade. Different grades of fuel are different colours. One hundred low lead is the fuel grade most commonly used in light aircraft, and is coloured blue.

The fuel levels should be visually confirmed by removing the fuel cap and using a dipstick. The fuel cap must be properly secured after checking the fuel.

The pitot tube is connected to the instruments in the cockpit. In order for it to work properly, it must be clear of obstructions.

FUSELAGE

The baggage compartment should be checked to see if there is anything stored there that may be required for the flight, such as a survival kit. Knowing what is on board the airplane is important for calculating the weight and balance.

All fuselage surfaces should be checked for dents, tears, cracks, wrinkles, bulges or missing rivets.

The static port is connected to the instruments in the cockpit. In order for it to work properly, it must be clear of obstructions.

EMPENNAGE

If the aircraft is tied down, the tie-downs from the tail must be removed. External control locks should be removed.

All empennage surfaces should be checked for dents, tears, cracks, wrinkles, bulges or missing rivets.

The rudder and elevator attachment points should be inspected to ensure security. The rudder and elevator should be moved through their full ranges of motion to confirm correct and free movement.

LANDING GEAR

Wheel chocks are used to keep the airplane from rolling while parked. They should be removed.

The wheels and brakes should be checked to ensure there is no excessive wear or fluid leaks.

The tires should be checked to ensure they are properly inflated and there are no signs of excessive wear or damage.

ENGINE

Extra caution should always be exercised around the propeller arc. The propeller should be checked for damage or evidence of a propeller strike. This could indicate damage to the engine.

The openings to the cowling should be checked for obstructions, particularly bird or animal nests.

The oil level is checked with a dipstick, and should be within the prescribed limits. The cap and dipstick must be secured after checking the oil.

A small amount of fuel should be drained from the main fuel strainer to clear any water or sediment that may have accumulated.

ACTIVITY

Time: 20 min



The cadets should be guided through a complete walk-around inspection. The instructor / pilot should cover all of the relevant information provided in the background information section of this guide.

OBJECTIVE

The objective of this activity is designed to familiarize the cadet with the procedures of a walk-around aircraft inspection.

RESOURCES

- Single engine, non-high performance airplane,
- Operator's manual inspection checklist for the aircraft type,
- Fuel dipstick, and
- Fuel drain cup.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of ten or less. Brief all cadets on the safety guidelines before beginning the inspection.
2. If there is more than one group inspecting one plane, they should start at opposite points (eg, opposite wings, or nose and tail).
3. Have the groups walk around and conduct an aircraft inspection.

SAFETY

- Caution should always be exercised around the propeller arc.
- Identify boundaries.
- Only the aircraft involved in the lesson can be touched.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2**Lead a group discussion about what the cadets learned and found interesting.**

Time: 5 min

Method: Group Discussion

BACKGROUND INFORMATION**Background Information**

You have had the opportunity to participate in a walk-around aircraft inspection during which you saw the process to inspect various parts of the aircraft. The walk-around aircraft inspection can identify problems that require minor repairs or changing the aircraft that is not serviceable.

DISCUSSION QUESTIONS**TIPS FOR ANSWERING / FACILITATING DISCUSSION:**

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



Cadets can be divided into more than one group to conduct the group discussion. This enables all cadets the opportunity to participate in the discussion if the initial group is too large. Assistant instructors will be needed to conduct this activity.

SUGGESTED QUESTIONS:

Q1. Why is it important to conduct a walk-around aircraft inspection?

Q2. What would a pilot do if damage to the airplane is noticed?

Q3. How would a pilot change the walk-around procedure if the pilot was in a hurry to go flying?

(The pilot wouldn't! Procedures, checklists, and inspections are too important!)



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



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point is covered. Cadets should be given time to share information, experiences and feelings about the aircraft inspection.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The walk-around inspection is one of the procedures followed to ensure the safety of a flight. Carefully following procedures on every flight is very important to ensure nothing is overlooked. Safety is paramount in aviation.

INSTRUCTOR NOTES / REMARKS

This lesson should be conducted by a qualified pilot / in conjunction with familiarization flying.

REFERENCES

A3-001 A-CR-CCP-263/PT-001 *From the ground up: Millennium edition (28th edition)*. (2000). Ottawa, ON: Aviation Publishers.



ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 6

EO C130.02 – IDENTIFY INTERNATIONAL AIRCRAFT

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Prepare PowerPoint presentation or a slideshow with pictures located at Attachment A.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to identifying international aircraft and generate interest.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified international aircraft.

IMPORTANCE

Being able to identify international aircraft supports the aim of stimulating an interest in the aviation community. Cadets can use this knowledge when visiting an aerodrome, at a local air show, or while attending a CSTC.

Teaching Point 1**Describe American aircraft.**

Time: 15 min

Method: Interactive Lecture

F/A-22A RAPTOR

The F/A-22A Raptor is the United States Air Force's (USAF) newest fighter aircraft. Its combination of stealth, supercruise, manoeuvrability and integrated avionics represents an exceptional leap in war fighting capabilities. Its primary role is air dominance. The Raptor performs both air-to-air and air-to-ground missions. Also, it produces more thrust than any current fighter. The combination of the increased thrust and its unique aerodynamic design allows the aircraft to cruise at supersonic speeds without using afterburner. The Raptor is manufactured by Lockheed-Martin and is powered by two Pratt & Whitney F119-PW-100 turbofan engines with afterburners.



United States Air Force website, <http://www.af.mil>

Figure 1 F/A-22A Raptor



United States Air Force website, <http://www.af.mil>

Figure 2 F/A-22A Raptor

A-10 THUNDERBOLT II

The A-10 Thunderbolt II is the first USAF aircraft specially designed for close air support of ground forces. The A-10 can be used against all ground targets including tanks and other armoured vehicles. Its wide combat

radius and short takeoff and landing capability permit operations in and out of locations near front lines. The Thunderbolt is distinguished by its 30mm GAU-8/A Gatling gun. This weapon is mounted on the nose, can fire 3 900 rounds per minute and can defeat an array of armoured vehicles. The A-10 is manufactured by Fairchild Republic Company and is powered by two General Electric TF34-GE-100 turbofans mounted high on the rear of the aircraft.



United States Air Force website, <http://www.af.mil>

Figure 3 A-10 Thunderbolt II



United States Air Force website, <http://www.af.mil>

Figure 4 A-10 Thunderbolt II

F-117A NIGHTHAWK

The F-117A Nighthawk is the world's first operational aircraft designed to use low observable stealth technology. This technology allows the aircraft to not be easily detected by radar. This precision strike aircraft penetrates high threat airspace and uses laser-guided weapons systems against critical targets. The Nighthawk created a revolution in military warfare by incorporating low observable technology into operational aircraft. It has a sleek design that allows for its stealth technology to be very effective. The F-117A is manufactured by Lockheed-Martin and is powered by two GE F404 non-afterburning engines.



United States Air Force website, <http://www.af.mil>

Figure 5 F-117A Nighthawk



United States Air Force website, <http://www.af.mil>

Figure 6 F-117A Nighthawk

B-52 STRATOFORTRESS

The B-52 is a long-range heavy bomber that can perform a variety of missions. The bomber is capable of flying at high subsonic speeds at altitudes up to 50 000 feet. It can carry nuclear or precision-guided weapons. The B-52 is a large aircraft with a length of 159 feet 4 inches and a wingspan that measures 185 feet. The Stratofortress is manufactured by Boeing Military Airplane Company and is powered by eight Pratt & Whitney TF33-P-3/103 turbofan engines.



United States Air Force website, <http://www.af.mil>

Figure 7 B-52 Stratofortress



United States Air Force website, <http://www.af.mil>

Figure 8 B-52 Stratofortress

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What is distinctive about the A-10 Thunderbolt II?
- Q2. What type of weapons systems does the F-117A Nighthawk use against critical targets?
- Q3. How long is the wingspan of the B-52 Stratofortress?

ANTICIPATED ANSWERS:

- A1. The nose mounted 30mm Gatling gun.
- A2. Laser guided.
- A3. One hundred and eighty-five feet.

Teaching Point 2

Describe British aircraft.

Time: 5 min

Method: Interactive Lecture

EF-2000 TYPHOON

The Typhoon is an agile, single seat, multi-role aircraft optimized for high altitude supersonic air combat. It is also capable of operating at lower levels in an air-to-ground role. Its low weight and high thrust means it can reach 36 000 feet in less than two minutes from a standing start. The engine intake is mounted on the bottom of the fuselage. A tall sharply swept tail is at the rear of the fuselage with twin-engine pipes directly below. The Typhoon is manufactured by Eurofighter and is powered by two Eurojet EJ200 turbofan engines.



Royal Air Force image website, <http://www.defenceimages.mod.uk>

Figure 9 EF-2000 Typhoon



Royal Air Force image website, <http://www.defenceimages.mod.uk>

Figure 10 EF-2000 Typhoon



Royal Air Force image website, <http://www.defenceimages.mod.uk>

Figure 11 EF-2000 Typhoon

JAGUAR GR3

The Jaguar is a dual-role advanced operational trainer and tactical support aircraft. It is a fighter-bomber that is capable of using 1 000 lb general-purpose bombs that are guided to their targets by lasers. The Jaguar has a long sleek fuselage with a large swept tail fin and rudder. It has short-span swept wings that are mounted on top of the fuselage. The internal jet engines have intakes on either side of the fuselage behind the cockpit. The raised bubble canopy is set above the sharply pointed nose. The Jaguar is manufactured by Sepecat and is powered by two Rolls-Royce Adour turbofan engines.



Airliners.net, <http://www.airliners.net>

Figure 12 Jaguar GR3



Airliners.net, <http://www.airliners.net>

Figure 13 Jaguar G3

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. Where is the Typhoon's sharply swept tail located?
- Q2. Where is the engine intake mounted on the Typhoon?
- Q3. Where is the canopy located on the GR3 Jaguar?

ANTICIPATED ANSWERS:

- A1. At the rear of the upper fuselage.
- A2. On the underside of the fuselage.
- A3. Above the sharply pointed nose.

Teaching Point 3

Time: 5 min

Describe Russian aircraft.Method: Interactive Lecture

MIG-29 FULCRUM

The MiG-29 Fulcrum is an all weather, single seat fighter interceptor flown by the Russian Air Force. The MiG-29's wings are swept back and tapered with square tips. It is equipped with twin jet engines mounted low and to the sides of the fuselage. Diagonal shaped air intakes give the aircraft a box like appearance. The fuselage is made of a long, thin, slender body. The MiG-29 is manufactured by the Moscow Air Production Organization and is powered by two Klimov / Sarkisov RD-33 turbofans.



Airliners.net, <http://www.airliners.net>

Figure 14 MiG-29 Fulcrum



Airliners.net, <http://www.airliners.net>

Figure 15 MiG-29 Fulcrum

ANTONOV AN-124-100

The Antonov AN-124-100 is a civil certified long-range commercial freighter. It is widely used for the carriage of outsize and very heavy pieces of air cargo that other aircraft cannot accommodate. Pieces of cargo have included the space launcher, satellites, helicopters, large wheeled vehicles and a 109 tonne locomotive. The AN-124 has the largest payload and the largest interior of any airplane in the world. It features a double deck fuselage layout with the upper deck containing the cockpit and personnel compartments. The lower deck is a massive pressurized cargo compartment. The AN-124 is manufactured by O.K. Antonov and is powered by four D-18T series 3 engines.



Airliners.net, <http://www.airliners.net>

Figure 16 Antonov AN-124-100



Airliners.net, <http://www.airliners.net>

Figure 17 Antonov AN-124-100

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. How are the MiG-29 Fulcrum's wings shaped?
- Q2. What is the MiG-29's fuselage made of?
- Q3. Name one of the large pieces of cargo the AN-124 has carried.

ANTICIPATED ANSWERS:

- A1. Swept back and tapered with square tips.
- A2. A long, thin, slender body.
- A3. The space launcher, satellites, helicopters, large wheeled vehicles and a 109 tonne locomotive.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Cadets have identified American, British and Russian aircraft. Being able to identify these aircraft supports the aim of stimulating an interest in the aviation community. Cadets can use this knowledge when visiting an aerodrome, when at a local air show, or while attending CSTC training.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C3-009 *United States Air Force*. (2006). Retrieved March 21, 2006, from <http://www.af.mil/factsheets.asp>

C3-010 *Royal Air Force*. (2006). Retrieved March 20, 2006, from <http://www.raf.mod.uk/equipment.html>

C3-011 *Federation of American Scientists*. (2006) Retrieved March 21, 2006, from <http://www.fas.org/nuke/guide/russia/airdef/mig-29.htm>

C3-012 *Antonov airlines*. (2006). Retrieved March 21, 2006, from <http://www.antonovairlines.co.uk/antonov/military-logistics/antonov-124.asp>



















ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 7

EO C130.03 – WATCH AN *ON CANADIAN WINGS* SEGMENT

Total Time:	30 min
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PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Prepare a suitable classroom area with available media.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for this lesson as it is an interactive way to present the content.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have watched an *On Canadian Wings* segment.

IMPORTANCE

Discovering Canadian aviation history will give cadets a better understanding of the current role of aviation in Canada. Knowledge gained in this lesson will assist in stimulating an interest in the RCAF.

Teaching Point 1**Watch an *On Canadian Wings* segment.**

Time: 25 min

Method: In-Class Activity

ACTIVITY

Time: 25 min

OBJECTIVE

The objective of this activity is to become familiar with Canadian aviation history through watching an episode of *On Canadian Wings*.

RESOURCES

Select one video segment. The video segments include the following information:

EPISODE: CANADA'S FIRST FLIGHT

The shaky flights of flying machines sow the seeds for military aviation. Soon hundreds of Canadian flying cadets are shown dashing around in their biplanes. Canada's first aircrews are on their way to war.

Length (00:13:26)

EPISODE: AERIAL WARFARE

Canadian aircrews serve in fighter squadrons at Dunkirk and go into action against German Zeppelins, seaplanes and U-boats. Canadian flying aces Major Billy Bishop, Major Raymond Collishaw and Major Billy Barker become household names.

Length (00:12:22)

EPISODE: THE BIRTH OF A NATIONAL AIR FORCE

With little fanfare, the RCAF comes into being on April 1, 1924. As war clouds loom over Europe, the new air force is on active service. The RCAF grows to the fourth largest air force of the allied nations.

Length (00:11:58)

EPISODE: THE AERODROME OF DEMOCRACY

Canadian squadrons see sustained combat in the Battle of Britain and help to keep the sea lanes from Canada to England open. RCAF schools across Canada train more than 150,000 Commonwealth air and groundcrews.

Length (00:12:48)

EPISODE: SOME OF THE FEW

Flying aces F/L Buzz Beurling, Wing Commander Johnnie Johnson and Flight Lt. D.E. Hornell are immortalized with a string of spectacular wartime successes.

Length (00:12:22)

EPISODE: BOMBS OVER EUROPE

The famous No. 6 Bomber Group is formed as the bomber offensive heats up over Europe. Squadron Leader Ian Bazalgette and Pilot Officer Andrew Mynarski each earned a Victoria Crosses (VC).

Length (00:12:55)

EPISODE: FAST TIMES FOR THE GOLDEN JETS

Canadian aircrews are again involved in combat over Korea. The Golden Hawks formation flying team of F86 Sabres – the Spitfires of the jet age, dazzle audiences around the world.

Length (00:12:37)

EPISODE: A TIME OF TRANSITION

Canada develops the Avro Arrow – a supersonic jet fighter that could out fly anything in the world. The Diefenbaker government mysteriously cancels the project and destroys all drawing and prototypes.

Length (00:11:57)

EPISODE: THERE SHALL BE WINGS

Canada's air force support North Atlantic Treaty Organization (NATO) and United Nations (UN) operations in the Balkans, the Middle East, Africa, Central America and Haiti, and humanitarian relief worldwide.

Length (00:13:00)

ACTIVITY LAYOUT

Arrange the room to ensure all cadets are able to see and hear the video segment.

ACTIVITY INSTRUCTIONS

1. Introduce the video segment to be shown.
2. Show the complete video segment.
3. Following the session, have the cadets answer questions specific to the chosen segment.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Choose one of the following sets of questions to pose, based on the segment selected.

CONFIRMATION OF TEACHING POINT 1

SUGGESTED QUESTIONS:

Canada's First Flight

- Q1. Who were the founding members of the Aerial Experimental Association?
- Q2. What was the name of the aircraft they initially used?
- Q3. In which year did the first aviation policy appear?
- Q4. How many people were members of the Canadian aviation corps?

- A1. Alexander Graham Bell, J.A.D. McCurdy, Casey Bothman.
- A2. The Silver Dart.
- A3. 1907.
- A4. Three People.

Aerial Warfare

- Q1. How long did the strategic bombing campaign last?
- Q2. How many zeppelins were destroyed during World War 1 (WW 1)? How many by Canadians?
- Q3. Who was Billy Bishop and what did he do?

- A1. One Year.
- A2. 12 destroyed, 6 of them by Canadians.
- A3. Billy Bishop was one of the first Canadian aviation aces. He had 72 confirmed victories and was decorated with the Victoria Cross.

The Birth of a National Air Force

- Q1. What major event occurred in 1920?
- Q2. What was the goal of military aviation at that time?
- Q3. Where was the largest pilot training camp situated?
- Q4. In 1937 the RCAF was given a very precise mandate, what was that mandate?

- A1. The CAF was dismantled.
- A2. Cartography, medical evacuations, ice patrols, surveillance and fighting forest fires.
- A3. Borden, Ontario.
- A4. To defend Canadian airspace.

The Aerodrome of Democracy

- Q1. What was Canada's role at the beginning of WW 2?
- Q2. Most of the pilots were trained on which aircraft?
- Q3. How many Squadrons were initially based in Halifax?
- Q4. How many U-boats did the RCAF sink?

- A1. Canada was an immense centre of pilot training for the Commonwealth nations.
- A2. Tiger Moth.
- A3. Five.
- A4. Twenty-seven.

Some of the Few

- Q1. Name the ace of Canadian aces during WW II?
- Q2. Which Canadian squadron was victorious over the most enemy aircraft in 1944 and how many aircraft did they shoot down?
- Q3. Name the two new types of aircraft used by Canada as the end of the war approached.

- A1. Buzz Beurling.
- A2. 418 Sqn with 103 confirmed victories.
- A3. Mustang, Typhoon, and Mosquito.

Bombs over Europe

- Q1. What was the first Canadian bomber Squadron and when was it created?
- Q2. Which bombers did Canadians use?
- Q3. Who was the commander of the first all-Canadian Squadron in Great Britain?

- A1. 405 Sqn was formed in April 1941.
- A2. Wellington, Halifax, Lancaster, Liberator, and Mosquito.
- A3. Johnny Fauquier.

Fast times for the Golden Jets

- Q1. In 1948, Canada acquired numerous aircraft. What were they and how many were acquired?
- Q2. Canada was divided, due to resources, into several search and rescue regions. How many regions and how many aircraft were assigned to this task?
- Q3. What was the name of the aircraft and the training base used in the formation of the first military aviation demonstration team?
- Q4. Canada began the construction of its own all-Canadian aircraft. What was its name?

- A1. Eighty-five Vampires.
- A2. Five regions and 34 aircraft.
- A3. Blue Devils flew Vampires at St-Hubert, Quebec (QC).
- A4. CF-100 Canuck.

A Time of Transition

- Q1. What aircraft was supposed to replace the CF-100?
- Q2. Following the failure of the Avro Arrow, which aircraft did Canada buy?
- Q3. What major event occurred in 1968?
- Q4. New aircraft appeared during this period. Name at least 3 of them.

- A1. The Avro Arrow.
- A2. F-101 Voodoo.
- A3. The unification of the three branches of the Canadian Forces.
- A4. Caribou, Buffalo, Hercules, Tutor, Dassault Falcon, Sea King, and CF 5 Freedom Fighter.

There Shall be Wings

- Q1. In which year was the aerial command group formed?
- Q2. In which year did the first CF-18 (CF-188 Hornet) arrive in Canada?
- Q3. How many Canadian CF-18s were sent to serve during the Gulf War?

- A1. 1975.
- A2. 1981.
- A3. Twenty-four.

END OF LESSON CONFIRMATION

The cadet's participation in the activity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Discovering Canadian aviation history will give cadets a better understanding of the current role of aviation in Canada. Knowledge gained in this lesson will assist in stimulating an interest in the RCAF.

INSTRUCTOR NOTES / REMARKS

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

REFERENCES

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

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PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 8

EO C130.04 – TOUR A LOCAL AVIATION MUSEUM

Total Time:

90 min

THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO

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**ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 9

EO C130.05 – ATTEND A LOCAL AIR SHOW

Total Time:

180 min

THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO

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