

**CHAPTER 7**

**PO 307 – SERVE IN AN AIR CADET SQUADRON**





**COMMON TRAINING  
PROFICIENCY LEVEL THREE  
INSTRUCTIONAL GUIDE**



**SECTION 1**

**EO M307.01 – IDENTIFY PROFICIENCY LEVEL THREE 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-803/PG-001, 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 handout or slide of the year's training schedule.

**PRE-LESSON ASSIGNMENT**

N/A.

**APPROACH**

An in-class activity was chosen for TPs 1 and 3 as it is an interactive way to provoke thought and stimulate interest among the cadets.

An interactive lecture was chosen for TP 2 to orient the cadets to and generate interest in Proficiency Level Three complementary training opportunities.

**INTRODUCTION**

**REVIEW**

N/A.

**OBJECTIVES**

By the end of this lesson the cadet shall have identified Proficiency Level Three training opportunities.

**IMPORTANCE**

It is important for cadets to know what training will be conducted during Proficiency Level Three to give them an overview of what the training year will entail. This lesson will prepare the cadets for the training year and help generate interest in the topics.

**Teaching Point 1****Identify Proficiency Level Three Mandatory Training Opportunities**

Time: 15 min

Method: In-Class Activity

**OVERVIEW**

The training program is broken into Performance Objectives (POs), which are the overall subjects, and Enabling Objectives (EOs), which are the topics within each PO. Training is conducted as mandatory and complementary components.

**MANDATORY TRAINING**

Mandatory training encompasses the EOs that all squadrons must complete throughout the training year.

**ACTIVITY****OBJECTIVE**

The objective of this activity is for the cadets to participate in a gallery walk of information for each PO in order to identify Proficiency Level Three mandatory training opportunities.

**RESOURCES**

Resources will be IAW with each PO as listed below.

**ACTIVITY LAYOUT**

The classroom will be set up with a station for each PO with a basic description of the PO, information, pictures, videos, and other training aids that will illustrate what the cadet will learn in each PO.

**PO 301 – Citizenship (Chapter 1)**

Citizenship provides the cadets an opportunity to recognize the purpose of community service groups within the community. The cadets will discuss community service groups and their role within the community.



Examples of information/training aids that could be set up at this station include:

- posters or brochures from local community service groups,
- emblems and symbols representing local community service groups,
- videos illustrating the work of local community service groups,
- testimonials from members of local community service groups,
- testimonials from people who benefit from local community service groups, and
- pictures from various citizenship activities in which the squadron has participated.

**PO 302 – Community Service (Chapter 2)**

Community service provides the cadets an opportunity to perform community service. The community service should provide a direct benefit to the community and promote good citizenship.



Examples of information/training aids that could be set up at this station include:

- pictures from various community service activities in which the squadron has participated, and
- video or pictures from Remembrance Day ceremonies or other ceremonial parades.

### **PO 303 – Leadership (Chapter 3)**

Leadership provides the cadets an opportunity to identify the role and responsibilities of a team leader within a leadership team, participate in a mentoring relationship, practice self assessment, communicate as a team leader, supervise cadets, solve problems, and lead cadets through a leadership assignment.



Examples of information/training aids that could be set up at this station include:

- leadership quotes, and
- pictures of cadets from the squadron participating in leadership activities.

### **PO 304 – Personal Fitness and Healthy Living (Chapter 4)**

Personal fitness and healthy living provides the cadets an opportunity to update their personal physical activity plans (from Proficiency Level Two) for the training year. Cadets will participate in the Cadet Fitness Assessment, to include the Progressive Aerobic Cardiovascular Endurance Run (PACER) and the muscular component of the test. They will set new short-term and long-term goals for the training year. This PO gives the cadets some of the tools required to make more informed choices in order to follow a healthy lifestyle. This is important as physical fitness is one of the aims of the Cadet Program.



Examples of information/training aids that could be set up at this station include:

- target heart rate charts,
- a CD/tape player with the audio recording of the PACER beeps playing,
- a video demonstrating the PACER and muscular portion of the Cadet Fitness Test, and
- copies of the Individual Score Sheet.

### **PO 305 – Recreational Sports (Chapter 5)**

Recreational sports provides the cadets the opportunity to participate in organized recreational team sports. This is important as physical fitness is one of the aims of the Cadet Program.



Examples of information/training aids that could be set up at this station include:

- soccer ball,
- volleyball,
- floor hockey ball,
- hockey sticks,
- frisbees, and
- pictures of cadets at the squadron participating in recreational sports.

### **PO 306 – Air Rifle Marksmanship (Chapter 6)**

Air rifle marksmanship provides the cadets an opportunity to participate in recreational air rifle marksmanship activities.



A miniature range could be set up at this station, to include:

- a mat,
- a cadet air rifle,
- sample targets,
- a scope,
- a sling, and
- safety goggles/glasses.

### **PO 307 – General Cadet Knowledge (Chapter 7)**

General cadet knowledge provides the cadets with the information required to serve as a member of an air cadet squadron. Cadets will identify the training opportunities available in Proficiency Level Three, recognize the relationship between the Air Cadet League of Canada (ALC) and the Department of National Defence (DND), and identify year three summer training opportunities.



Examples of information/training aids that could be set up at this station include:

- an internet computer set to the Air Cadet League Of Canada website, and
- information sheets/posters on year three summer training opportunities.

### **PO 308 – Drill (Chapter 8)**

Drill provides the cadets an opportunity to direct a squad prior to a parade. The cadets will prepare a squad for parade and practice calling drill commands.



Examples of information/training aids that could be set up at this station include:

- a copy of the A-PD-201-000/PT-000, *Canadian Forces Manual of Drill And Ceremonial*,
- pictures of the cadets in the squadron participating in drill, and
- a video of cadets participating in drill competitions.

### PO 309 – Instructional Techniques (Chapter 9)

Instructional Techniques provides the cadets with an opportunity to instruct a lesson. The cadet will identify methods of instruction, identify instructional aids, plan a lesson, and instruct a 15-minute lesson.



Examples of information/training aids that could be set up at this station include:

- pictures of instructors conducting a lesson; and
- samples from the QSP and IG, and sample lesson plans.

### PO 320 – Canadian Forces (CF) Familiarization (Chapter 11)

CF Familiarization provides the cadets with an opportunity to participate in CF Familiarization activities. The cadet will describe the role of Canada's air force.



Examples of information/training aids that could be set up at this station include:

- a map showing past and current operations,
- a small synopsis of each operation,
- a list of roles for each Wing and specific squadrons, and
- news articles related to air force activities.

### PO 331 – Principles of Flight (Chapter 12)

Principles of Flight provides the cadets an opportunity to explain the principles of flight by identifying aircraft stability.



Examples of information/training aids that could be set up at this station include:

- a model of an aircraft in flight,
- pictures of aircraft illustrating factors affecting stability, and
- video of aircraft performing at an air show.

### PO 336 – Meteorology (Chapter 13)

Meteorology provides the cadets an opportunity to identify meteorological conditions. The cadet will describe the properties of the atmosphere, explain the formation of clouds, and explain the effects of air pressure, humidity, and temperature on weather.



Examples of information/training aids that could be set up at this station include:

- a cloud chart,
- pictures of various kinds of weather, and
- a video of weather.

### **PO 337 – Navigation (Chapter 14)**

Navigation provides the cadets an opportunity to practice air navigation skills. The cadet will measure distances along a route and determine a position on a map.



Examples of information/training aids that could be set up at this station include:

- examples of air navigation maps, and
- navigation equipment.

### **PO 340 – Aerospace (Chapter 15)**

Aerospace provides the cadets an opportunity to participate in aerospace activities by identifying Canadian astronauts and discussing the history of manned space exploration.



Examples of information/training aids that could be set up at this station include:

- mini biographies of select Canadian astronauts,
- a model of manned space vehicle (eg, the *Orbiter* space shuttle), and
- mission profiles of manned missions.

### **PO 370 – Aircraft Manufacturing and Maintenance (Chapter 17)**

Aircraft manufacturing and maintenance provides the cadets an opportunity to recognize aircraft manufacturing and maintenance. The cadet will identify the components of the pitot static system, identify aircraft manufacturers, and describe routine inspection procedures.



Examples of information/training aids that could be set up at this station include:

- components of a pitot static system,
- profiles of aircraft manufacturers, and
- a diagram of routine inspections.

### **PO 390 – Aircrew Survival (Chapter 18)**

Aircrew survival provides the cadets an opportunity to navigate a route using a map and compass. The cadet will identify parts of a compass, identify marginal information and conventional signs, determine grid references, determine distances on a map and on the ground, determine bearings on a map and on the ground, and navigate a route using a map and compass.





Examples of information/training aids that could be set up at this station include:

- pictures of cadets on a field exercise,
- examples of proper footwear,
- a topographical map, and
- a compass.

### ACTIVITY INSTRUCTIONS

1. Have the cadets walk around the classroom for approximately 10 minutes, visiting each station.
2. After the gallery walk, answer any questions that the cadets may have, based on the stations that they have seen.

### SAFETY

N/A.

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### CONFIRMATION OF TEACHING POINT 1

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

### Teaching Point 2

### Identify Proficiency Level Three Complementary Training Opportunities

Time: 5 min

Method: Interactive Lecture

Complementary training provides cadets and squadron staff with a variety of topics and activities they can choose based on interest and resources. These lessons are used to complement the mandatory training that must be conducted.

#### **PO 301 – Citizenship (Chapter 1)**

Complementary training for Citizenship provides the cadets an opportunity to discuss the three branches of the Canadian government, discuss current events, tour a local community service group's facility, and participate in a presentation from a local community service group.

#### **PO 302 – Community Service (Chapter 2)**

Complementary training for Community Service provides the cadets an opportunity to participate in a ceremonial parade and an additional opportunity to perform community service.

#### **PO 303 – Leadership (Chapter 3)**

Complementary training for Leadership provides the cadets an opportunity to lead a team-building activity, and deliver a presentation on a leader.

#### **PO 304 – Personal Fitness and Healthy Living (Chapter 4)**

Complementary training for Personal Fitness and Healthy Living provides the cadets an opportunity to perform the PACER at the mid-point of the training year, to evaluate their personal activity plan, describe stress, and to create team goals.

**PO 305 – Recreational Sports (Chapter 5)**

Complementary training for Recreational Sports provides the cadets an opportunity to participate in an organized sports tabloid, participate in an organized intramural sports event, and participate in an orienteering event.

**PO 306 – Air Rifle Marksmanship (Chapter 6)**

Complementary training for Air Rifle Marksmanship provides the cadets an opportunity to identify civilian marksmanship organizations, correct marksmanship errors, fire the cadet air rifle from the standing position, practice holding, aiming and firing techniques, and participate in a recreational marksmanship activity.

**PO 307 – General Cadet Knowledge (Chapter 7)**

Complementary training for General Cadet Knowledge provides the cadets an opportunity to participate in presentations given by guest speakers from the Regional Cadet Support Unit, the squadron's Cadet Liaison Officer, and a member of the Air Cadet League of Canada, and identify the application procedures for the glider and power pilot scholarships.

**PO 308 – Drill (Chapter 8)**

Complementary training for Drill provides the cadets an opportunity to practice ceremonial drill as a review, practice calling drill commands, and execute flag drill, and drill with arms.

**PO 309 – Instructional Techniques (Chapter 9)**

Complementary training for Instructional Techniques provides the cadets an opportunity to deliver a one-minute presentation, plan a lesson, instruct a 15-minute lesson, identify drill formations, describe drill instructional techniques, and instruct a 15-minute drill lesson.

**PO 311 – Summer Biathlon (Chapter 10)**

Summer Biathlon provides the cadets an opportunity to participate in summer biathlon activities including aiming and firing the cadet air rifle following physical activity, and participating in a recreational summer biathlon activity.

**PO 320 – CF Familiarization (Chapter 11)**

Complementary training for CF Familiarization provides the cadets an opportunity to discuss CF careers in aviation, tour a CF facility, and participate in a presentation given by a guest speaker from a local air force unit.

**PO 331 – Principles of Flight (Chapter 12)**

Complementary training for Principles of Flight provides the cadets an opportunity to review principles of flight, read pitot static instruments, identify aspects of helicopter aerodynamics, demonstrate attitudes and movements in a flight simulator, and participate in a presentation given by a member of the local aviation community.

**PO 336 – Meteorology (Chapter 13)**

Complementary training for Meteorology provides the cadets an opportunity to read an aviation routine weather report, tour a meteorological facility, and participate in a presentation given by a flight services specialist.

**PO 337 – Navigation (Chapter 14)**

Complementary training for Navigation provides the cadets an opportunity to operate a radio for aviation transmissions, operate a global positioning system (GPS) receiver for air navigation, and practice air navigation skills.

**PO 340 – Aerospace (Chapter 15)**

Complementary training for Aerospace provides the cadets an opportunity to identify online stargazing programs, identify Canadian astronauts, discuss the Canadian space program, discuss unmanned space exploration, describe elements of the night sky, simulate life in space, launch a water rocket, identify GPS components, describe aspects of the International Space Station (ISS), and participate in a presentation given by a member of the astronomy community or aerospace industry.

**PO 360 – Aerodrome Operations (Chapter 16)**

Complementary training for Aerodrome Operations provides the cadets an opportunity to identify types of aerodromes, explain aspects of aerodrome lighting, construct a model of the airspace at an aerodrome, identify how equipment is used at an aerodrome, identify aspects of emergency response and aerodrome security, and explain aspects of air traffic services.

**PO 370 – Aircraft Manufacturing and Maintenance (Chapter 17)**

Complementary training for Aircraft Manufacturing and Maintenance provides the cadets an opportunity to identify tasks required to maintain aircraft, describe materials used in aircraft construction, identify basic power tools used in aircraft manufacturing and maintenance, construct an aluminum model biplane, tour an aircraft restoration project, participate in a presentation from the aircraft manufacturing or maintenance industry, and tour a local aircraft manufacturing or maintenance facility.

**PO 390 – Aircrew Survival (Chapter 18)**

Complementary training for Aircrew Survival provides the cadets an opportunity to identify types of maps, interpret contour lines, determine direction using the sun or determine direction at night, use blazing techniques, act as a member of a ground search and rescue (SAR) party, orient a map by inspection, orient a map using a compass, calculate magnetic declination, identify methods of preparing and cooking a small animal or fish, construct camp crafts, identify elements of the night sky, perform minor first aid in a field setting, participate in a presentation from the SAR community, and construct a solar still.

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**CONFIRMATION OF TEACHING POINT 2**


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**QUESTIONS**

- Q1. As part of Citizenship, what are the EOs (topics) that may be taught?
- Q2. What EOs are encompassed under complementary training for Personal Fitness and Healthy Living?
- Q3. In Meteorology, what EOs may be taught?

**ANTICIPATED ANSWERS**

- A1. Discuss the three branches of the government, discuss current events, tour a local community service group's facility, and participate in a presentation from a local community service group.
- A2. Perform the PACER at the mid-point of the training year, evaluate their personal activity plan, describe stress, and create team goals.
- A3. Read an aviation routine weather report, tour a meteorological facility, and participate in a presentation given by a flight services specialist.

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**Teaching Point 3****Conduct an Activity on Proficiency Level Three Training Opportunities**

Time: 5 min

Method: In-Class Activity

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**ACTIVITY**

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**OBJECTIVE**

The objective of this activity is to familiarize the cadets with Proficiency Level Three training opportunities.

**RESOURCES**

- Handouts of POs located at Annex B,
- Handouts of PO statements located at Annex C, and
- Tape.

**ACTIVITY LAYOUT**

N/A.

**ACTIVITY INSTRUCTIONS**

1. Place the labels face up on desks throughout the classroom.
2. Have a cadet stand up and read out their label.
3. Have the cadet who thinks they have the corresponding PO or PO statement stand up.
4. Have the remainder of the cadets confirm if it is correct.
5. Tape corresponding POs and PO statements to a flipchart/whiteboard/wall.
6. Continue until all POs are complete.

**SAFETY**

N/A.

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**CONFIRMATION OF TEACHING POINT 3**

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

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**END OF LESSON CONFIRMATION**

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The cadets' participation in the activity in TP 3 will serve as the confirmation of this lesson.

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**CONCLUSION**

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**HOMEWORK/READING/PRACTICE**

N/A.

**METHOD OF EVALUATION**

N/A.

**CLOSING STATEMENT**

Being aware of the topics to be covered during Proficiency Level Three training will help generate interest in the training year. Being aware of the opportunities available throughout the training year may help motivate you in your specific areas of interest.

**INSTRUCTOR NOTES/REMARKS**

For Proficiency Level Three complementary training opportunities in TP 2, refer to the squadron's annual training plan.

This EO should be scheduled as early as possible in the training year. See the sample schedule located at Chapter 2, Annex C.

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**REFERENCES**

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- A0-010 Director Cadets 2. (2007). CATO 11-04, *Cadet Program Outline*. Ottawa, ON: Department of National Defence.
- A3-064 Director Cadets 3. (2008). CATO 51-01, *Air Cadet Program Outline*. Ottawa, ON: Department of National Defence.

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**COMMON TRAINING  
PROFICIENCY LEVEL THREE  
INSTRUCTIONAL GUIDE**



**SECTION 2**

**EO M307.02 – IDENTIFY YEAR THREE CSTC TRAINING OPPORTUNITIES**

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Total Time:	30 min
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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-803/PG-001, 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.

Read CATO 54–20, *Summer Training Directive – Royal Canadian Air Cadets* and its Annexes.

**PRE-LESSON ASSIGNMENT**

N/A.

**APPROACH**

A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their experiences, opinions, and feelings about year three CSTC training opportunities.

An interactive lecture was chosen for TP 2 to orient the cadets to year three CSTC training opportunities and to generate interest.

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**INTRODUCTION**

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**REVIEW**

N/A.

**OBJECTIVES**

By the end of this lesson the cadet shall have identified year three CSTC training opportunities.

**IMPORTANCE**

It is important for cadets to identify the year three CSTC training opportunities available to them because it may help them decide if and for which course they would like to apply.

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**Teaching Point 1**

**Discuss the Areas of Interest of CSTC Training Opportunities**

Time: 10 min

Method: Group Discussion

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**BACKGROUND KNOWLEDGE**

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



Write the specialty areas on a whiteboard/flip chart. Explain the activities that are conducted within each area.

**FITNESS AND SPORTS**

Cadets will improve individual fitness and sport knowledge and skills. Activities will focus on:

- officiating,
- fitness instruction,
- sports leadership,
- coaching,
- rules and regulations of sports, and
- personal fitness.

**MUSIC**

**Military Musician**

Cadets will develop music knowledge and skills. Activities will focus on:

- music theory;
- playing an instrument as part of an ensemble;
- playing an instrument as part of a military band; and
- developing individual music skills.

**Pipe and Drum Musician**

Cadets will develop music knowledge and skills. Activities will focus on:

- music theory;
- playing an instrument as part of an ensemble;



- playing an instrument as part of a pipe and drum band; and
- developing individual music skills.

### **MARKSMANSHIP**

Cadets will develop the knowledge and skills required to improve marksmanship and coaching abilities. Activities will focus on:

- recreational and competitive air rifle marksmanship,
- various marksmanship techniques,
- firing positions,
- duties of a range assistant, and
- basic duties of a marksmanship coach.

### **LEADERSHIP**

Cadets will develop the knowledge and skills required to improve leadership abilities in a peer and small group setting. Activities will focus on:

- leadership,
- supervision,
- team-building,
- instructional techniques,
- effective communication,
- problem solving, and
- ceremonial drill.

### **AVIATION**

Cadets will develop the knowledge and skills required to improve their understanding of the fundamentals of aviation. Depending on the course chosen, activities will focus on:

- meteorology,
- aero engines,
- air navigation,
- airmanship,
- principles of flight,
- navigation,
- pilot decision making,
- air law,

- flight safety, and
- aviation medicine.

### **AVIATION TECHNOLOGY**

Cadets will develop knowledge and skills required to improve their understanding of the fundamentals of aviation technology. Activities will focus on:

- aerodrome operations,
- aircraft fabrication,
- aircraft construction, and
- aircraft maintenance.

### **AEROSPACE**

Cadets will develop knowledge and skills required to improve their understanding of the fundamentals of aerospace science. Activities will focus on:

- theoretical and practical principles of space science,
- simulations of life in space,
- familiarization with recognized space missions, and
- history of space exploration.

### **AIRCREW SURVIVAL**

Cadets will develop the knowledge and skills required to improve aircrew survival skills. Activities will focus on:

- instructional techniques in the field,
- map and compass for ground navigation,
- leadership in a field setting,
- fire construction,
- shelter construction,
- signal construction, and
- food and water collection.

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## GROUP DISCUSSION

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### 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. Which areas of interest in summer training appeal to you?
- Q2. Who is interested in applying for summer training this year? Why?
- Q3. What specialty areas are you interested in pursuing? Why?



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



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

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### CONFIRMATION OF TEACHING POINT 1

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

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**Teaching Point 2****Explain Selection of Year Three Summer Courses**

Time: 15 min

Method: Interactive Lecture

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**ALL SIX WEEK COURSES OFFERED IN AREAS OF COMMON INTEREST****Fitness and Sports Instructor**

The aim of the Fitness and Sports Instructor course is to enhance skills developed on the Basic Fitness and Sports course, to develop leadership and instructional skills in fitness and sports settings, and to stimulate further interest in personal fitness and healthy living.

**Air Rifle Marksmanship Instructor**

The aim of the Air Rifle Marksmanship Instructor course is to enhance skills developed during proficiency level training, the General Training course, and some year two CSTC courses. As well, cadets will develop leadership, coaching, and instructional skills in a marksmanship setting.

**Intermediate Military Band Musician**

The aim of the Intermediate Military Band Musician course is to enhance knowledge and skills developed during the Military Band – Basic Musician course, and to develop leadership skills in a military band setting.

**Intermediate Pipe Band**

The aim of the Intermediate Pipe Band course is to enhance knowledge and skills developed during the Pipe Band – Basic Musician course, and to develop leadership skills in a pipe band setting.

**ALL SIX WEEK COURSES OFFERED IN ELEMENTALLY SPECIFIC AREA****Survival Instructor**

The aim of the Survival Instructor course is to enhance survival skills developed on the Basic Survival course and proficiency level training; to develop new survival skills, and to develop leadership and instructional skills in a survival/field setting.

**Advanced Aerospace**

The aim of the Advanced Aerospace course is to enhance aerospace knowledge developed on the Basic Aviation Technology and Aerospace course, and proficiency level training; develop new knowledge and skills, and further stimulate an interest in the aerospace/astronomy communities.

**Advanced Aviation Technology – Airport Operations**

The aim of the Advanced Aviation Technology - Airport Operations course is to enhance knowledge developed on the Basic Aviation Technology and Aerospace course, and proficiency level training; develop new knowledge and skills, and further stimulate an interest in airport operations.

**Advanced Aviation Technology – Aircraft Maintenance**

The aim of the Advanced Aviation Technology - Aircraft Manufacturing course is to enhance knowledge developed on the Basic Aviation Technology and Aerospace course, and proficiency level training; develop new knowledge and skills, and further stimulate an interest in aircraft maintenance.

### **Glider Pilot Scholarship (GPS)**

The aim of the GPS is to train the successful applicant to the standard as defined in the A-CR-CCP-242/PT-005 *Air Cadet Gliding Manual*. Upon graduation from the course, cadets will be awarded their Air Cadet Glider wings and a Transport Canada Pilots Licence - Glider.

### **THREE WEEK ADVANCED AVIATION COURSE**

The Advanced Aviation course is the only three-week course offered with the completion of Proficiency Level Three. The aim of this course is to enhance the cadet's knowledge of aviation subjects and to further stimulate an interest in becoming a pilot.

### **PREREQUISITES FOR EACH THREE- AND SIX-WEEK COURSE**

For all courses other than the GPS, the cadet must:

- be undergoing Proficiency Level Three training by the application deadline;
- successfully complete Proficiency Level Three by June 30 of the year the cadet wishes to attend the CSTC;
- be physically fit;
- complete a CF 51;
- have parental consent; and
- be recommended by the squadron Commanding Officer.



Cadets do not have to complete a year two CSTC course to apply for their year three CSTC courses.

For more information on the GPS course, see EO C307.04 (Identify the Application Procedure for the Glider and Power Pilot Scholarships, Section 4).

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## **CONFIRMATION OF TEACHING POINT 2**

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### **QUESTIONS**

- Q1. What are the four 6-week courses offered in areas of common interest?
- Q2. What is the only three-week course offered during year three summer training?
- Q3. What are the prerequisites for three- and six-week courses other than the GPS?

### **ANTICIPATED ANSWERS**

- A1. Fitness and Sports Instructor, Air Rifle Marksmanship Instructor, Intermediate Military Band Musician, and Intermediate Pipe Band Musician.
- A2. The Advanced Aviation course.
- A3. For all courses other than the GPS, the cadet must:
- be undergoing Proficiency Level Three training by the application deadline;
  - successfully complete Proficiency Level Three by June 30 of the year the cadet wishes to attend the CSTC;

- be physically fit;
- complete a CF 51;
- have parental consent; and
- be recommended by the squadron Commanding Officer.

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**END OF LESSON CONFIRMATION**

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

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**CONCLUSION**

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**HOMEWORK/READING/PRACTICE**

N/A.

**METHOD OF EVALUATION**

N/A.

**CLOSING STATEMENT**

Summer training is a fun and exciting aspect of the Cadet Program. CSTCs are also a place to meet cadets and make new friends from different squadrons across Canada. It is important to be familiar with the CSTC training opportunities offered so cadets may apply for the course that interests them most.

**INSTRUCTOR NOTES/REMARKS**

This EO should be conducted before the summer training application deadline.

It is recommended that the summer training application forms be completed during a training session after this EO has been conducted.

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**REFERENCES**

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- A0-010 Director Cadets 2. (2007). CATO 11-04, *Cadet Program Outline*. Ottawa, ON: Department of National Defence.
- A0-033 Director Cadets 3. (2004). CATO 14-21, *Music Training and Education With the Canadian Cadet Organizations*. Ottawa, ON: Department of National Defence.
- A3-003 Director Cadets 3. (2000). CATO 54-20, *Summer Training Directive – Royal Canadian Air Cadets*. Ottawa, ON: Department of National Defence.
- A3-029 Director Cadets 3. (2006). CATO 51-01, *Air Cadet Program Outline*. Ottawa, ON: Department of National Defence.



**COMMON TRAINING**  
**PROFICIENCY LEVEL THREE**  
**INSTRUCTIONAL GUIDE**



**SECTION 3**

**EO M307.03 – RECOGNIZE THE PARTNERSHIP BETWEEN  
 THE AIR CADET LEAGUE OF CANADA (ACLC) AND DND**

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Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-803/PG-001, 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 handouts of Annexes D, E and F.

Create a slide of Annex F.

**PRE-LESSON ASSIGNMENT**

N/A.

**APPROACH**

An interactive lecture was chosen for this lesson to orient the cadet to the partnership between the ACLC and DND.

---

**INTRODUCTION**

---

**REVIEW**

N/A.

**OBJECTIVES**

By the end of this lesson the cadet shall have recognized the partnership between the ACLC and DND.

**IMPORTANCE**

It is important for cadets to recognize the partnership between the ACLC and DND as it will give the cadets knowledge of the dichotomy of the Air Cadet Program. This may allow them to better understand the organization and structure of the Air Cadet Program.

---

**Teaching Point 1****Describe the Three Levels of the ACLC**

Time: 5 min

Method: Interactive Lecture

---

**THE THREE LEVELS OF THE ACLC**

There are three levels in organization of the ACLC:

- national,
- provincial, and
- local.

Each of the levels has its own area of responsibility and cooperates with DND at a comparable level.

**National**

The national level of the ACLC is a board of governors composed of 15 Canadians representing all provinces and territories. The board meets annually, choosing a president, vice-presidents, the executive committee, and other committees of importance. There is also an advisory board made up of past-presidents of the ACLC.

The Board of Governors maintains a full-time administrative headquarters in Ottawa, Ont. This office works closely with National Defence Headquarters (NDHQ) in providing year-round supervision and administration of the ACLC and the approximate 450 air cadet squadrons in Canada.

**Provincial**

There are 12 provincial committees, including:

- British Columbia,
- Alberta,
- Saskatchewan,
- Manitoba,
- Northwest Ontario,
- Ontario,
- Quebec,
- New Brunswick,
- Nova Scotia,
- Prince Edward Island,
- Newfoundland and Labrador, and
- the Northern Territories.

The committees are comprised of all local Sponsoring Committee Chairpersons, plus others that may be elected, such as prominent local citizens. Provincial committees supervise the activities of all air cadet squadrons in their respective areas and are financed by public fundraising and the support of their member squadrons.



The provincial committees also assist squadrons through sponsored activities such as intra-provincial sports and drill competitions. The provincial committees own all gliders, tow aircraft, winches, and vehicles used in support of air cadet glider pilot training and glider familiarization flying activities.

The provincial committees work with the respective Region Cadet Support Unit (RCSU) to provide supervision and assistance to squadrons within their area.

### Local

Air cadet squadrons are supported through various organizations which provide volunteers, financial contributions, extra activities, and material assistance. Three distinct groups may provide this support:

- sponsor,
- sponsoring committee, and
- supporter.



Distribute the handout located at Annex D detailing the squadron's sponsor, sponsoring committee, and any known supporters. Supporters may be anonymous, so not all supporters may be known to the squadron.

The sponsor may be a club (Royal Canadian Legion or Rotary Club of Canada), an association (Air Force Association of Canada), or a group of interested people (parents committee). The sponsor is responsible for the creation of a sponsoring committee, which is the basic unit of the ACLC.

The sponsoring committee has many responsibilities to fulfill at the squadron, which include but are not limited to:

- providing training aids and equipment not provided by DND;
- arranging recreational activities for the cadets;
- providing transportation when not provided by DND; and
- providing input to cadets' applications for summer training.

The squadron may also receive support from other organizations and individuals not associated with the sponsoring committee. These are recognized as supporters of the squadron, and usually provide assistance through periodic financial donations.

---

## CONFIRMATION OF TEACHING POINT 1

---

### QUESTIONS

- Q1. Identify the three levels of the ACLC.
- Q2. Provide an example of an association which would sponsor an air cadet squadron.
- Q3. What is a supporter?

### ANTICIPATED ANSWERS

- A1. National, provincial, and local.
- A2. Air Force Association of Canada.

- A3. Organizations or individuals not associated with the sponsoring committee who provide support to the squadron.

---

## Teaching Point 2

## Discuss the Role of the ACLC

Time: 10 min

Method: Interactive Lecture

---

### ROLE OF THE ACLC

The members of the ACLC perform many roles in support of air cadet squadrons. Two roles that are performed which directly affect the cadets, include:

- selecting scholarship recipients; and
- selecting cadets for national summer training courses.

### Selecting Scholarship Recipients

The ACLC offers several scholarships and bursaries at the national level for air cadets, to include:

- **Robert and Mary Dale Scholarship.** Robert Dale served as National President of the ACLC from 1972–1973. Mr. Dale and his wife, Mary, set up an annual scholarship to be offered by the ACLC. This scholarship is awarded on the basis of secondary school achievements combined with outstanding performance as an air cadet. This award may be received only once by an individual.

Applicants must be graduates of a secondary school (or equivalent) system from any province or territory in the year of application, with the intent of immediately starting full-time, post-secondary education. Applicants must also prove that they have been accepted at a post-secondary education institution which will lead to a degree, diploma, or a professional or technical qualification. The application deadline is May 1<sup>st</sup> of the entrance year.

- **Leonard and Kathleen Birchall Scholarship.** Air Commodore Leonard Birchall and Mrs. Kathleen Birchall have been long-time supporters of the Air Cadet Program. This support has been shown in many ways, most recently through an annual scholarship to be offered through the ACLC. This scholarship is awarded on the basis of secondary school achievements combined with outstanding performance as an air cadet and a community member. This award may be received only once by an individual.

Applicants must be graduates of a secondary school (or equivalent) system from any province or territory in the year of application, with the intent of immediately starting full-time, post-secondary education. Applicants must also prove that they have been accepted at a post-secondary education institution which will lead to a degree, diploma, or professional or technical qualification. The application deadline is May 1<sup>st</sup> of the entrance year.

- **Pilot Training Achievement Awards.** Awarded annually to cadets who have graduated from the Power Pilot Scholarship national summer training course. An amount of money, dependant on the bursary, is either given to the recipient or credited to a flight training centre in order to cover the initial expenses for continuing to fly at the local flying club or flight training centre. These awards include:
  - Air Force Association of Canada Awards: Twenty-five \$300 awards,
  - Virginia Mitchell Awards: \$300 awards,
  - 426 Thunderbird Squadron Association: \$300 award,
  - Sabre Pilots Association of the Air Division: Three \$300 awards,
  - Air Transport Association of Canada: Two \$500 awards,

- John Kerr Memorial Award: \$300 award,
- Commissionaire Frank Kobe Award: \$300 award,
- 99's Canadian Aviation Award: \$300 awards,
- Terry Angus Memorial Award: \$300 awards, and
- LCol D.V. (Bud) Crandell Award: \$300 award.
- **Canadian Business Aviation Association (CBAA) Power Scholarship.** Awarded annually to the top overall applicant for the Power Pilot Scholarship from the province in which the CBAA is holding its annual general meeting. The recipient is sponsored by the CBAA allowing DND to send one more cadet each year.
- **CAE Power Scholarship.** Awarded annually to the top overall applicant for the Power Pilot Scholarship. The scholarship rotates among the provinces in which CAE has its training centres on an annual basis. The recipient is sponsored by CAE allowing DND to send one more cadet each year.
- **Air Line Pilots Association (ALPA) Power Scholarship.** Awarded annually to the top overall national applicant for the Power Pilot Scholarship. The recipients are sponsored on their scholarship by ALPA, allowing DND to send one more cadet each year.
- **Irvin Erb/Virginia Mitchell Awards for the Top Power Pilots in Canada.** Awarded annually to the male and female cadet who achieve the highest overall score on the Power Pilot Scholarship. Each recipient receives \$1 000 towards further flight training.
- **Annual Music Awards for Excellence.** Awarded annually to the top musician in each of the pipes and drums and military band categories.



Distribute the handout located at Annex E detailing the national summer training courses to each cadet.

### Selecting Cadets for National Summer Training Courses

The ACLC is involved in selecting cadets for the national summer training courses offered through the Air Cadet Program. This takes the form of a review board, where members will review applications and interview applicants. Not all courses will have the same selection process. The national summer training courses that the ACLC may select candidates for include:

- International Air Cadet Exchange (IACE),
- Power Pilot Scholarship (PPS),
- Glider Pilot Scholarship (GPS),
- Senior Leaders Course (SLC),
- Fitness and Sports Instructor Course (FSIC),
- Survival Instructor Course (SIC),
- Advanced Aerospace Course (AASC),
- Advanced Aviation Technology–Aircraft Manufacturing and Maintenance (AATC–AM),

- Advanced Aviation Technology–Airport Operations (AATC–AO), and
- Oshkosh Trip (OT).

---

## CONFIRMATION OF TEACHING POINT 2

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### QUESTIONS

- Q1. What is the Leonard and Kathleen Birchall scholarship awarded in recognition of?
- Q2. What is the purpose of the Pilot Training Achievement Awards?
- Q3. In what way are members of the ACLC involved in the selection of cadets for national summer training courses?

### ANTICIPATED ANSWERS

- A1. This scholarship is awarded on the basis of secondary school achievements combined with outstanding performance as an air cadet and community member.
- A2. To help graduates of the Power Pilot Scholarship national summer course cover initial expenses for continuing to fly at their local flying club or flight training centre.
- A3. A review board, where members will review applications and interview applicants.

---

### Teaching Point 3

### Identify the Responsibilities of the ACLC

Time: 5 min

Method: Interactive Lecture

---

### RESPONSIBILITIES OF THE ACLC

The ACLC has a partnership with DND. The responsibilities of delivering the Air Cadet Program are divided between these two partners.



Where possible, provide examples where the cadets may have seen the results of the list below.



Distribute the handout located at Annex F detailing the responsibilities of the ACLC and DND to each cadet.

The ACLC and its members at all three levels have the following responsibilities:

- making recommendations for the formation or disbandment of squadrons;
- providing financial support to squadrons as required;
- supervising squadron sponsoring committees;
- overseeing, in cooperation with DND, the effective operation of air cadet squadrons and their sponsoring committees;

- administering trust accounts set up for awards to outstanding cadets;
- identifying and providing other appropriate awards to recognize commendable cadets' and volunteers' performances; and
- participating in the cadet selection process for national courses and exchange programs.

---

### CONFIRMATION OF TEACHING POINT 3

---

#### QUESTIONS

Q1. Identify three responsibilities of the ACLC.

#### ANTICIPATED ANSWERS

A1. The answer may be any three of the following:

- making recommendations for the formation or disbandment of squadrons;
- providing financial support to squadrons as required;
- supervising squadron sponsoring committees;
- overseeing, in cooperation with DND, the effective operation of air cadet squadrons and their sponsoring committees;
- administering trust accounts set up for awards to outstanding cadets;
- identifying and providing other appropriate awards to recognize commendable cadets' and volunteers' performances; and
- participating in the cadet selection process for national courses and exchange programs.

---

#### Teaching Point 4

#### Identify the Responsibilities of DND

Time: 5 min

Method: Interactive Lecture

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#### RESPONSIBILITIES OF DND

DND has a partnership with the ACLC. The responsibilities of delivering the Air Cadet Program are divided between these two partners.



Where possible, provide examples of where the cadets may have seen the results of the list below.

DND and its representatives are responsible for providing the following:

- supervision and administration of cadet squadrons;
- materiel to squadron IAW the scale of issue;
- training, pay and allowances for Cadet Instructor Cadre (CIC) officers;
- funds for payment of annual funding allocations (operation and maintenance) and training bonuses;

- transportation for directed training;
- facilities and staff for cadet summer training centres (CSTCs);
- syllabi and training aids;
- medical care as authorized by regulations;
- liaison with cadet squadrons;
- officers or appropriate civilians for annual ceremonial reviews; and
- policy regarding CIC officers, civilian instructors, and cadets.

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### **ACTIVITY**

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#### **OBJECTIVE**

The objective of this activity is to match the responsibilities with either the ACLC or DND as applicable.

#### **RESOURCES**

- Whiteboard,
- Tape, and
- Cue cards.

#### **ACTIVITY LAYOUT**

Desks that all face the whiteboard.

#### **ACTIVITY INSTRUCTIONS**

1. Divide the whiteboard into two halves.
2. Label one half as “Responsibilities of the ACLC” and the other half as “Responsibilities of DND”.
3. Distribute one cue card, in random order, to each cadet until the cards are all gone.
4. One at a time, have each cadet stand up, read their card, and then place it on the board under the appropriate heading.
5. Correct as required.

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#### **CONFIRMATION OF TEACHING POINT 4**

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

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#### **END OF LESSON CONFIRMATION**

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The cadets’ participation in the matching activity will serve as the confirmation of this lesson.

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**CONCLUSION**

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**HOMEWORK/READING/PRACTICE**

N/A.

**METHOD OF EVALUATION**

N/A.

**CLOSING STATEMENT**

The ACLC and DND have large roles to play in the support of a squadron. Most cadets do not see the efforts put forth by members of these two organizations beyond the staff and volunteers who regularly work with them. Recognizing the partnership of the ACLC and DND will provide the cadets with a new perspective on the operation of a squadron.

**INSTRUCTOR NOTES/REMARKS**

It is recommended that this EO be scheduled early in the training year and prior to the national course and scholarship selection boards.

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**REFERENCES**

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- C3-247 Air Cadet League of Canada. (2008). *Policy and Procedures Manual*. Retrieved February 13, 2008, from [www.aircadetleague.com/main.asp?language=english&flash=enabled&page=news\\_e.html](http://www.aircadetleague.com/main.asp?language=english&flash=enabled&page=news_e.html).
- C3-248 Air Cadet League of Canada. (2008). *Post-Secondary Scholarships*. Retrieved February 13, 2008, from [www.aircadetleague.com/main.asp?language=english&flash=enabled&page=news\\_e.html](http://www.aircadetleague.com/main.asp?language=english&flash=enabled&page=news_e.html).

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**COMMON TRAINING**  
**PROFICIENCY LEVEL THREE**  
**INSTRUCTIONAL GUIDE**



**SECTION 4**

**EO C307.04 – IDENTIFY THE APPLICATION PROCEDURE  
 FOR THE GLIDER AND POWER PILOT SCHOLARSHIPS**

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Total Time:

60 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-803/PG-001, 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.

Complete Annex H prior to photocopying.

Photocopy Annexes G, H, I and J for each cadet.

**PRE-LESSON ASSIGNMENT**

N/A.

**APPROACH**

An interactive lecture was chosen for this lesson to orient the cadets to the application procedure for the flying scholarship courses.

---

**INTRODUCTION**

---

**REVIEW**

N/A.

**OBJECTIVES**

By the end of this lesson the cadet shall have identified the application procedures for the glider and power pilot scholarships.

**IMPORTANCE**

It is important for cadets to identify the application procedures for the glider and power pilot scholarships to ensure that prospective applicants are fully aware and prepared for the process.


**Teaching Point 1****Describe the Learning Resources Available**

Time: 10 min

Method: Interactive Lecture

There are many learning resources available for prospective applicants. These are divided into two categories:

- instructor-led resources, and
- self-study resources.



Distribute the handout located at Annex G.

**INSTRUCTOR-LED RESOURCES**

Many squadrons are able to provide an instructor who will deliver a ground school program, whether at their squadron or at another squadron. Normally this instructor will have an aviation background. The resources available for an instructor to use, include:

- **Ground School Master Lesson Plans.** A series of master lesson plans originally published by Region Cadet Support Unit (RCSU) (Atlantic). These plans cover the major subject areas needed in order to prepare for the qualifying exam. Included with the lesson plans are visual aids to be used with an overhead projector. Electronic copies of this document are available online at the resources page of the RCSU (Prairie) Air Operations website. Click on the search button, then scroll until you find the particular .zip file needed.
- **Pultz Private Pilot Study Guide.** A study guide produced by the Canadian company Pultz. This document is divided into sections for use either by an instructor or a student. It includes practice exams for each section as well as threshold knowledge exams for all subject areas. These are available through flight training centres or pilot supply shops (eg, Calgary Pilot Supply).
- **Culhane Private Ground School Study Guide.** A study guide designed for the private pilot licence, sections of it can also be used for glider pilot applicants. While the guide covers all necessary subject areas, there is an emphasis on the air law section.

**SELF-STUDY RESOURCES**

Many of the air cadet squadrons in Canada are not located near a large centre and may be unable to provide an instructor for a ground school program. Many cadets from these squadrons must rely on Cadet Summer Training Centre (CSTC) opportunities as well as programmed squadron training in order to prepare for the qualifying exam. There are resources available for cadets to use, including:

- **Ground School Self-Study CD.** This CD is a PowerPoint®-based program. The squadrons should make a copy of the program for each cadet. The program is divided into sections based on the subject areas needed to prepare for the qualifying exam. This program is available through RCSU(Prairie) Air Operations section.
- **Transport Canada Study Guides.** Available online through Transport Canada's website. There are many study guides available therefore care must be taken in which document is downloaded. The two most useful documents will be the GLIDE study guide and the Private Pilot Licence study guide. These documents will illustrate areas of study and references for research.

Preparing for the qualifying exam can be daunting. Regardless of whether an instructor is available, it is absolutely necessary for the applicant to have a copy of the most recent edition of MacDonald, A. F., & Peppler, I. L., *From the Ground Up*, Aviation Publishers Co. Limited. This is the main reference from which the qualifying exam is created. The *From the Ground Up* workbook is also a useful tool.



There are three ways that a cadet can normally obtain a copy of the MacDonald, A. F., & Peppler, I. L., *From the Ground Up*, Aviation Publishers Co. Limited:

- from RCSU through the squadron,
- through a book store (eg, Chapters), and
- direct from Aviation Publishers at [www.aviationpublishers.com](http://www.aviationpublishers.com).

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## CONFIRMATION OF TEACHING POINT 1

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### QUESTIONS

- Q1. Name three documents that can be used by an instructor to deliver a squadron ground school program.
- Q2. Name two sources where cadets can find resources for self-study.
- Q3. Which text is the basis of all questions in the qualifying exam?

### ANTICIPATED ANSWERS

- A1. Ground school master lesson plans, Pultz Private Pilot Study Guide, and Culhane Private Ground School Study Guide.
- A2. Ground School Self-Study CD and Transport Canada Study Guides.
- A3. MacDonald, A. F., & Peppler, I. L., *From the Ground Up*, Aviation Publishers Co. Limited.

---

### Teaching Point 2

### Describe the Application Procedure

Time: 25 min

Method: Interactive Lecture

The application procedure for the Glider Pilot Scholarship (GPS) and the Power Pilot Scholarship (PPS) are the same. There are some differences in the minimum requirements, restrictions, and questions that will be asked during the exam and at the scholarship review boards.

### PREREQUISITES

**Age.** There is a minimum age for each course, based on Transport Canada licensing standards. The minimum age for the GPS is 16 years, while the minimum age of the PPS is 17 years. IAW Cadet Administration and Training Order (CATO) 54-20, *Summer Training Directive – Royal Canadian Air Cadets*, the cadet must specifically meet this requirement by September 1 of the course year.

**Cadet Proficiency Level.** Applicants must meet a minimum level of cadet proficiency level training to ensure that they have had the opportunity to develop life skills and elemental knowledge necessary for flight training. For GPS, cadets must have completed proficiency level three training by June 30 of the scholarship course year. For PPS, cadets must have completed proficiency level four training by June 30 of the scholarship course year.

**Secondary Education.** Applicants must meet a minimum level of secondary education to ensure the cadet will be able to handle the scholarship course material and workload. For GPS cadets must have completed


the equivalent of Grade 9 or Secondary 3 in Quebec. For PPS, cadets must have completed the equivalent of Grade 10 or Secondary 4 in Quebec. This requirement must be met by the nomination deadline; normally this will be mid-January prior to the course.

### **PHYSICAL RESTRICTIONS FOR THE GLIDER PILOT SCHOLARSHIP**

The gliders used for the GPS have certain height and weight restrictions that must be met. A person's size must be such that one can sit comfortably, reach the controls, and have full movement of the controls. Cadets who have been accepted for the GPS, but exceed these restrictions by the time they get to the Region Gliding School may be returned to unit.

**Height**            minimum: 137.16 cm (4 feet 6 inches)  
                         maximum: 190.5 cm (6 feet 3 inches)

**Weight**            minimum: 40.82 kg (90 pounds)  
                         maximum: 90.72 kg (200 pounds)



Note that there are no height or weight restrictions for the PPS. The aircraft used for training on this course are larger and have a higher tolerance for weight.

### **A ONE-PAGE NARRATIVE**

Each applicant must submit a one-page narrative as part of their application package. This narrative must describe why the cadet would like to participate in the GPS or PPS. This is an opportunity for the cadet to communicate their reasons for applying. Particular attention should be given to spelling and grammar. The cadet must sign and date the narrative.

### **APPLICATION FORMS**

For national summer training courses there are two application forms which must be filled out. These are:

- **CF-51.** The Application and Approval - Cadet Activities (Employment - Course - Exchange) is the standard application form for activities, summer training, and staff cadet employment.
- **DND 2226.** The Air Cadet Summer Training Application is the form to be completed when applying for a national summer training course. In Eastern Region, form CAD NO 115 is to be used instead.

### **QUALIFYING EXAM**

Each applicant for the GPS and PPS is required to write a qualifying examination on aviation subject material. The purpose of this exam is to assist in the selection of the most suitable candidates for each of the two scholarships. While the results of the exam do not encompass the entire selection process, cadets who score higher on the exam will have an increased chance of being selected.

The Director Cadets and Junior Canadian Rangers (D Cdts & JCR) produces the qualifying exam every year. The exam will be invigilated and scored by each RCSU.

### **MEDICAL CERTIFICATE**

Cadets are responsible for attaining a Transport Canada Category 3 Aviation Medical Certification. This is to be done at no expense to the public. A photocopy of the Medical Certificate (commonly referred to as a Licence Validation Certificate or LVC) should be attached to the DND 2226 or CAD NO 115. A photocopy of the LVC

must be forwarded to the Region Cadet Air Operations Officer (RCA Ops O) no later than June 1 of the year of application. Failure to do this may result in a forfeiture of the scholarship.



There are three categories of aviation medical certificates available. The Category 3 is the only one required. A Category 1 medical is only required for holders of a Commercial Pilot's Licence. Category 1 medicals must be renewed annually, while a Category 3 medical is renewed every five years. Ensure that cadets only attain the Category 3 medical as there is no immediate benefit in attaining a Category 1 medical.



Distribute the completed copy of Annex H and review. Ensure the information is accurate.

### THE ASSESSMENT AND SELECTION COMMITTEE

Once all applications have been received by the Air Cadet League of Canada (ALCL) Provincial Committee, each cadet's file will be scored. Once all applications have been scored, including the narrative and the qualifying exam, the ALCL Provincial Committee will then convene a scholarship assessment committee.

The assessment committee will conduct interviews. Members of the committee may vary but usually include one member of the ALCL, one member of the RCSU, and one member from a third party. The applicant will be asked questions based on general cadet knowledge, aviation-specific knowledge, and current events. The cadet will be scored based on the answers given. This score will then be added to the overall assessment score.



The actual format of the interviews has varied over the years, ranging from formal affairs to informal sessions. Variations may also occur between ALCL Provincial Committees. Ensure that cadets are given the most recent information on the format used by the respective ALCL Provincial Committee.



Distribute the handout located at Annex I if a package is not available from the ALCL Provincial Committee.

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### CONFIRMATION OF TEACHING POINT 2

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#### QUESTIONS

- Q1. How old must a cadet be in order to apply for the GPS?
- Q2. What forms must a cadet complete to apply for the GPS or PPS?
- Q3. What is the deadline for a cadet to forward a copy of their medical certificate to the RCA Ops O?

#### ANTICIPATED ANSWERS

- A1. 16.
- A2. CF-51 and DND 2226 (or CAD NO 115 in Eastern Region).

A3. June 1 of the application year.

---

### Teaching Point 3

### Describe the Qualifying Exam

Time: 20 min

Method: Interactive Lecture

---

### THE QUALIFYING EXAM

The qualifying exam is to be written by all prospective applicants for the GPS and PPS. Guidelines for the qualifying exam can be found in CATO 54-20, *Summer Training Directive – Royal Canadian Air Cadets*, CATO 54-26, *Glider Pilot Scholarship Program*, and CATO 54-27, *Power Pilot Scholarship Program*. There is a quota for each squadron for the number of applicants that may write the qualifying exam.

#### Format

The qualifying exam is a multiple choice exam. Each question has four possible answers. There is only one correct answer per question.

Cadets will have two hours to complete the exam without assistance. There are a total of 50 questions on the exam. The first 40 questions are for all applicants to complete. These questions are based on subject areas such as principles of flight, meteorology, and navigation. Once complete, the applicants for the GPS are finished. Applicants for the PPS will remain and complete the last 10 questions, which are based primarily on the subject of aero engines.

A study guide for the exam can be found at CATO 54-26, *Glider Pilot Scholarship Program Annex A* for GPS applicants, or CATO 54-27, *Power Pilot Scholarship Program Annex A* for PPS applicants.

#### Pass Mark

The minimum pass mark for the qualifying exam is 50 percent. However, simply passing the exam will not ensure a successful application. The higher a cadet scores, the higher the overall assessment score will be on the application.

#### Preparation



Distribute the handout located at Annex J and review.

Preparation for the qualifying exam will vary depending on the individual. Regardless of whether an organized ground school program is available, there is a certain amount of self-study that will be necessary. A major factor in preparation for this exam may be the timing. While it is the responsibility of each RCSU to set the dates for the exam, it must be written prior to the application deadline. This normally means that the exam is scheduled in mid-January; shortly after the Christmas break and for many students this is at the same time as semester exams.

Studying MacDonald, A. F., & Peppler, I.L., *From the Ground Up*, Aviation Publishers Co. Limited, is the best method of preparation available to all applicants. In particular, the questions in the back of the text are very useful. The complementary workbook is also useful for studying.

Many squadrons with established ground school programs will have practice exams that are available to cadets. Depending on the resources available (reference TP 1), practice questions may be reproduced for use by the cadets. Practice exams are also available online from RCSU (Pacific) and RCSU (Atlantic).

It is recommended that cadets who are preparing for the qualifying exam be given CATO 54-26, *Glider Pilot Scholarship Program Annex A* or CATO 54-27, *Power Pilot Scholarship Program Annex A* depending on the scholarship course for which they are applying. The cadet will be able to use this as a study guide.

---

### CONFIRMATION OF TEACHING POINT 3

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#### QUESTIONS

- Q1. How long does a cadet have to write the qualifying exam?
- Q2. What is the pass mark of the qualifying exam?
- Q3. What is the best resource to use as a study guide for the qualifying exam?

#### ANTICIPATED ANSWERS

- A1. Two hours.
- A2. Fifty percent.
- A3. CATO 54-26, *Glider Pilot Scholarship Program Annex A* or CATO 54-27, *Power Pilot Scholarship Program Annex A*.

---

### END OF LESSON CONFIRMATION

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#### QUESTIONS

- Q1. On which book is the qualifying exam based?
- Q2. What forms must a cadet fill out in order to apply for the GPS or PPS?
- Q3. What is the best resource to use as a study guide for the qualifying exam?

#### ANTICIPATED ANSWERS

- A1. *From the Ground Up*.
- A2. CF-51 and DND 2226 (or CAD NO 115 in Eastern Region).
- A3. CATO 54-26, *Glider Pilot Scholarship Program Annex A* or CATO 54-27, *Power Pilot Scholarship Program Annex A*.

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### CONCLUSION

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#### HOMEWORK/READING/PRACTICE

N/A.

#### METHOD OF EVALUATION

N/A.

#### CLOSING STATEMENT

Awareness of the application procedures for the GPS and PPS will assist cadets in preparing for the application process.

## **INSTRUCTOR NOTES/REMARKS**

This EO should be scheduled in conjunction with EO M307.02 (Identify Year Three CSTC Training Opportunities, Section 2).

The learning resources and medical examiner's handouts for this lesson will have to be adapted to reflect local availability.

---

## **REFERENCES**

---

- A3-060 Director Cadets 4. (2007). CATO 54-26, *Glider Pilot Scholarship Program*. Ottawa, ON: Department of National Defence.
- A3-061 Director Cadets 4. (2007). CATO 54-27, *Power Pilot Scholarship Program*. Ottawa, ON: Department of National Defence.
- A3-062 Director Cadets 4. (2007). CATO 54-20, *Summer Training Directive – Royal Canadian Air Cadets*. Ottawa, ON: Department of National Defence.





**COMMON TRAINING**  
**PROFICIENCY LEVEL THREE**  
**INSTRUCTIONAL GUIDE**



**SECTION 5**

**EO C307.05 – PARTICIPATE IN A PRESENTATION  
ON THE DUKE OF EDINBURGH AWARD PROGRAM**

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Total Time: 30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-803/PG-001, 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.

Contact the local Duke of Edinburgh Award program division and gather presentation material about the Duke of Edinburgh Award program.

A member of the squadron staff may present this lesson if a Duke of Edinburgh Award program representative is unavailable.

**PRE-LESSON ASSIGNMENT**

N/A

**APPROACH**

An interactive lecture was chosen for this lesson to introduce, clarify, emphasize and summarize the objectives of the Duke of Edinburgh Award program.

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**INTRODUCTION**

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**REVIEW**

N/A.

**OBJECTIVES**

By the end of this lesson the cadet shall have participated in a presentation on the Duke of Edinburgh Award program.

**IMPORTANCE**

It is important for cadets to know all opportunities for growth available to them. The Duke of Edinburgh Award program is one opportunity that is widely available to cadets. By knowing what the program entails and what

the rewards are, cadets will have a better understanding of the program and be able to decide if they wish to become a participant.

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## BACKGROUND KNOWLEDGE

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The material for this lesson will be gathered from the provincial office of the Duke of Edinburgh Award program. Videos, brochures and activities used to present the information can be found at [www.dukeofed.org](http://www.dukeofed.org).

The program was founded in 1956 by His Royal Highness Prince Philip, The Duke of Edinburgh K.G. K.T. in London, England, as a means to encourage and motivate youth. The goal of the Duke of Edinburgh Award program is to encourage young people's participation in activities they already enjoy and to develop personal goals and encourage achievement based on individual effort and improvement.

The Duke of Edinburgh Award program is about personal challenge, and aims to encourage and stimulate:

1. self-reliance and self-discipline,
2. perseverance and determination,
3. initiative and creativity,
4. community involvement and social responsibility,
5. value orientation and value-oriented decision making,
6. the spirit of adventure,
7. fitness of body and mind,
8. vocational, cultural and family life skills, and
9. international understanding and awareness.

The award is a lapel pin or brooch, and an inscribed certificate of achievement. Upon completion of the Gold award, the individual will be presented the award by HRH Prince Philip or a member of the royal family.

More than 30 000 young Canadians are currently participating in the Duke of Edinburgh Award program; many within the Canadian Cadet Movement.

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### Teaching Point 1

### Describe the Different Levels of the Program

Time: 5 min

Method: Interactive Lecture

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There are three levels within the Duke of Edinburgh Award program. Each successive level requires more commitment and becomes more demanding. The levels are Bronze, Silver and Gold. A young person may choose to participate at any time and any level, keeping in mind the prescribed age requirements.

**Bronze.** For youth over the age of 14. There is a minimum 6-month period of participation.

**Silver.** For youth over the age of 15. There is a minimum 12-month period of participation.

**Gold.** For youth over the age of 16. There is a minimum 18-month period of participation.

If a participant has completed a prior level, the period of participation is decreased by six months. (eg, a cadet who has completed the Bronze level can complete the Silver level in six months).

---

### CONFIRMATION OF TEACHING POINT 1

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#### QUESTIONS

- Q1. What are the three levels of the program?
- Q2. What is the age requirement for the program?
- Q3. When can a person start the Gold level?

#### ANTICIPATED ANSWERS

- A1. The three levels of the program are Bronze, Silver and Gold.
- A2. The age requirement is a minimum of 14, although each subsequent level has an age minimum if a participant is just beginning the program.
- A3. The Gold level can be started at age 16.

---

#### Teaching Point 2

#### Explain the Five Sections of the Program

Time: 10 min

Method: Interactive Lecture

The Award's activities are arranged into sections, and within each section there are many choices. There are five sections to the program. The four common sections are:

- service,
- adventurous journey,
- skills, and
- physical recreation.

At the Gold level, participants have to complete a residential project.

#### SERVICE

Service is a commitment to the needs of others without pay.

The goal of the service section is to encourage participants to realize that as members of a community, they have a responsibility to others and that their help is needed. By helping others, it is hoped that participants will find satisfaction sparking a commitment to community service for life.

#### ADVENTUROUS JOURNEY

The goal of the adventurous journey is to develop self-reliance by undertaking a journey of discovery. The adventurous journey encourages participants to develop an awareness of the natural environment, and the importance of protecting it.

The distance the cadet must travel and the duration of the journey varies for each level of the Award:

- Bronze – two days including one night away,
- Silver – three days including two nights away, and

- Gold – four days including three nights away.

The hours the cadet must spend on planned activities varies for each level:

- Bronze – an average of six hours per day,
- Silver – an average of seven hours per day, and
- Gold – an average of eight hours per day.

There are three types of journeys that can be undertaken:

- **Explorations.** A purpose with a trip. During this journey, participants must spend a minimum of 10 hours on journeying (moving without motorized assistance). The remainder of the time is spent on a special activity, (eg, historic site exploration, or studying flora and fauna). Explorations must involve pre-journey research, on-site study, and a report on the findings.
- **Expeditions.** A trip with a purpose. An Expedition is a journey where participants stay at a different campsite each night. The required hours will be spent on journeying, navigating and route finding. This may include tasks related to the purpose of the expedition.
- **Adventurous Projects.** An Adventurous Project is a journey that does not fit the above descriptions exactly, or may be a combination of the two. This type of journey would be used by those with medical restrictions or who require more challenges.

All Explorations, Expeditions and Adventurous Projects must have a clearly defined and a preconceived purpose.

## SKILLS

The goal of the skills section is to encourage the discovery of personal interests and development of social and practical skills. Participants are encouraged to take up interests within a range of practical, social and cultural activities. Skills can be either a progressive activity such as stamp collecting, playing a musical instrument, a study of a topic of personal interest such as money matters, or a definite task such as building something.

## PHYSICAL RECREATION

The goal of the physical recreation section is to encourage participation in physical activity and provide an opportunity to improve performance and learn to appreciate physical recreation as an important component of a healthy lifestyle.

Participation in one or more physical activities for the required number of weeks:

- Bronze – 30 hours over a minimum of 15 weeks,
- Silver – 40 hours over a minimum of 20 weeks, and
- Gold – 50 hours over a minimum of 25 weeks.

Improvement of overall performance is essential for qualification in this section.

## RESIDENTIAL PROJECT

The goal of the residential project is to develop social adaptability through involvement in a group setting. It involves participants in projects or training in the company of peers who are not their everyday companions.

The residential project is applied only at the Gold level, but can be completed at any time during award participation.

---

## CONFIRMATION OF TEACHING POINT 2

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### QUESTIONS

- Q1. What are the five sections of the Duke of Edinburgh Award program?
- Q2. What is the goal of the skills section?
- Q3. When is the residential project completed?

### ANTICIPATED ANSWERS

- A1. The five sections of the program are:
- service,
  - adventurous journey,
  - skills,
  - physical recreation, and
  - residential project.
- A2. The goal of the skills section is to encourage the discovery of personal interests and development of social and practical skills. Participants are encouraged to take up interests within a range of practical, social and cultural activities.
- A3. The residential project can be completed at any time during award participation.

---

### Teaching Point 3

### Describe the Relationship Between the Squadron, CSTC Programs and the Duke of Edinburgh Award Program

Time: 5 min

Method: Interactive Lecture

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This TP is designed to inform the cadet about the opportunities within the Award that correspond with activities within the Canadian Cadet Organization (CCO).

The CCO offers many opportunities for participants to work toward completing their respective level.

Within the squadron program and CSTC program, many opportunities exist for cadets to meet the requirements of the Award. Beyond the opportunities listed, many other opportunities may also exist, especially in very active cadet squadron. Some examples of cadet activities that meet the Award requirements are:

- **SERVICE**
  - participating in community service activities as part of PO 302 (Perform Community Service, Chapter 2) within the squadron program;
  - participating in opportunities as a senior cadet when instructing junior cadets during the squadron program;
  - helping with the cadet squadron newsletter;

- volunteering to help the Royal Canadian Legion during Poppy Days; and
- participating in a band demonstration where the squadron does not receive funds in return.
- **ADVENTUROUS JOURNEY**
  - participating in the Proficiency Level program weekend field exercise (Aircrew Survival) will qualify as practice or adventurous journeys for Bronze and Silver levels; and
  - participating in most Year 2+ CSTC program exercises will qualify as practice or adventurous journeys for Bronze and Silver level.
- **SKILL**
  - participating in the cadet squadron band;
  - participating in the marksmanship team; and
  - participating in the drill team.
- **PHYSICAL FITNESS**
  - participating in recreational sports as part of PO 305 (Participate in Recreational Sports, Chapter 5),
  - participating in cadet fitness testing as part of PO 304 (Update Personal Activity Plan, Chapter 4); and
  - participating in recreational sports as part of the CSTC Program.
- **RESIDENTIAL PROJECT**
  - participation in any qualification at a CSTC.



CATO 13-19, *The Duke of Edinburgh's Award*, outlines the participation requirements of a youth as a member of the Air Cadet program.

In addition to all the award requirements that are recognized as part of the Cadet Program, many activities cadets participate in outside the cadet squadron also count toward the award, such as:

- volunteer activities,
- extracurricular sports teams,
- school clubs, and
- hobbies.



Duke of Edinburgh Award pins may be worn on the cadet uniform in accordance with CATO 55-04, *Air Cadet Dress Instructions*.



After cadets have been informed of the Duke of Edinburgh Award program, and displayed interest in participation, discuss participation with the CO.

Contact the divisional office of the Duke of Edinburgh Award program. Contact information for the offices can be found at [www.dukeofed.org](http://www.dukeofed.org).

After the Division office has been contacted:

1. Collect the registration fee from each cadet who wants to participate in the program.
2. If there are only a few cadets who wish to participate, register them as individuals.
3. If the squadron be participating as a whole, register as a group.

---

### CONFIRMATION OF TEACHING POINT 3

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#### QUESTIONS

- Q1. What activities at the squadron can be completed as part of the service section of the award?
- Q2. What optional activities within cadets can be used for the skill section?
- Q3. When is the residential project completed?

#### ANTICIPATED ANSWERS

- A1. As part of the service section, the following can be completed at the home squadron:
- participating in community service activities as part of PO 302 (Perform Community Service, Chapter 2) within the squadron program;
  - participating in opportunities as a senior cadet when instructing junior cadets during the squadron program;
  - helping with the cadet squadron newsletter;
  - volunteering to help the Royal Canadian Legion during Poppy Days; and
  - participating in a band demonstration where the squadron does not receive funds in return.
- A2. Participating in the cadet squadron band, the marksmanship team, and the drill team may be used to complete the skill section.
- A3. The residential project is completed with any qualification at a CSTC.

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#### Teaching Point 4

#### Facilitate a Question and Answer Period

Time: 5 min

Method: Interactive Lecture

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Allow cadets time to ask questions and discuss participation in the program.

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**CONFIRMATION OF TEACHING POINT 4**

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The cadets' participation in a question and answer period will serve as the confirmation of this TP.

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**END OF LESSON CONFIRMATION**

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The cadets' participation in the presentation on the Duke of Edinburgh Award program will serve as the confirmation of this lesson.

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**CONCLUSION**

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**HOMEWORK/READING/PRACTICE**

N/A.

**METHOD OF EVALUATION**

N/A.

**CLOSING STATEMENT**

The Duke of Edinburgh Award program is one of the largest award programs for youth across the world. Informing cadets about the program will encourage them to participate in the program. It will give them positive experiences to move toward in both the Cadet Program and in life.

**INSTRUCTOR NOTES/REMARKS**

Training aids should be determined by contacting the speaker prior to the presentation.

Cadets may participate in the Duke of Edinburgh Award program as an optional activity.

A member of the squadron staff may present this lesson if a Duke of Edinburgh Award representative is unavailable.

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**REFERENCES**

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- C0-196 Duke of Edinburgh Award. (2008). *The Award*. Retrieved February 12, 2008, from <http://www.dukeofed.org/Award.htm>.
- C0-197 Duke of Edinburgh Award. (2007). *Participant's Record Book*. Markham, ON: Langstaff Reed Printing Ltd.



**PROFICIENCY LEVEL THREE POs AND EOs**

<b>PO 301 – Citizenship</b>	
Recognize the Purpose of Service Groups Within Canada	
M301.01	Discuss Community Service Groups
C301.01	Discuss the Three Branches of the Canadian Government
C301.02	Discuss Current Events
C301.03	Tour a Local Community Service Group
C301.04	Participate in a Presentation Given by Guest Speaker from a Local Community Service Group
<b>PO 302 – Community Service</b>	
Perform Community Service	
M302.01	Perform Community Service
C102.01	Participate in a Ceremonial Parade
C102.02	Perform Community Service
<b>PO 303 – Leadership</b>	
Perform as a Team Leader	
M303.01	Define the Role of a Team Leader
M303.02	Participate in a Mentoring Relationship
M303.03	Practice Self-Assessment
M303.04	Communicate as a Team Leader
M303.05	Supervise Cadets
M303.06	Solve Problems
M303.07	Lead Cadets Through a Leadership Assignment
303 PC	(Practical Assessment of Lead Cadets Through a Leadership Assignment)
C303.01	Lead Team-Building Activities
C303.02	Deliver a Presentation About a Leader
C103.03	Participate in Team-Building Activities
C203.01	Record Entries in a Reflective Journal
C203.02	Employ Problem Solving
C203.04	Participate in a Presentation Given by a Leader

C203.05	Participate in Trust-Building Activities
C203.06	Participate in Problem-Solving Activities
<b>PO 304 – Personal Fitness and Healthy Living</b> Update Personal Activity Plan	
M304.01	Describe the Components of Physical Fitness
M304.02	Participate in the Cadet Fitness Assessment
M304.03	Update Personal Activity Plan
M304.04	Evaluate Personal Activity Plan
C304.01	Participate in the Cadet Fitness Assessment
C304.02	Evaluate Personal Activity Plan
C304.03	Describe Stress
C104.01	Create Team Goals
<b>PO 305 – Recreational Sports</b> Participate in Recreational Sports	
M305.01	Participate in Organized Recreational Team Sports
C105.01	Participate in a Sports Tabloid
C105.02	Participate in an Organized Intramural Sports Event
C105.03	Participate in an Orienteering Event
<b>PO 306 – Air Rifle Marksmanship</b> Participate in Recreational Air Rifle Marksmanship	
M306.01	Participate in Recreational Marksmanship Activity
C306.01	Identify Civilian Marksmanship Organizations
C306.02	Correct Marksmanship Error
C306.03	Adopt the Standing Position With the Cadet Air Rifle
C206.01	Practice Holding Techniques
C206.02	Practice Aiming Techniques
C206.03	Practice Firing Techniques
C106.01	Participate in a Recreational Marksmanship Activity
<b>PO 307 – General Cadet Knowledge</b> Serve in an Air Cadet Squadron	

M307.01	Identify Proficiency Level Three Training Opportunities
M307.02	Identify Year Three CSTC Training Opportunities
M307.03	Recognize the Partnership Between the Air Cadet League of Canada (ACLC) and DND
C307.01	Participate in a Presentation Given by a Guest Speaker From the Regional Cadet Support Unit
C307.02	Participate in a Presentation Given by a Guest Speaker From the Cadet Liaison Officer
C307.03	Participate in a Presentation Given by a Guest Speaker From the Air Cadet League of Canada
C307.04	Identify the Application Procedures for the Glider and Power Pilot Scholarships
<b>PO 308 – Drill</b> Direct a Squad Prior to a Parade	
M308.01	Prepare a Squad for Parade
M308.02	Deliver Words of Command
PC 308	(Practical Assessment of M308.02)
C308.01	Execute Flag Drill
C308.02	Deliver Words of Command
C208.01	Practice Ceremonial Drill as a Review
C208.02	Execute Drill with Arms
<b>PO 309 – Instructional Techniques</b> Instruct a Lesson	
M309.01	Explain Principles of Instruction
M309.02	Identify Methods of Instruction
M309.03	Explain Effective Speaking Techniques
M309.04	Recognize Questioning Techniques
M309.05	Select Appropriate Instructional Aids
M309.06	Plan a Lesson
M309.07	Instruct a 15-Minute Lesson
C309.01	Deliver a One-Minute Verbal Presentation
C309.02	Plan a Lesson
C309.03	Instruct a 15-Minute Lesson
C309.04	Identify Formations for Drill

C309.05	Plan a Drill Lesson
C309.06	Instruct a 15-Minute Drill Lesson
<b>PO 311 – Summer Biathlon</b>	
Participate in Recreational Summer Biathlon Activities	
C311.01	Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity
C311.02	Participate in a Recreational Summer Biathlon Activity
<b>PO 320 – CF Familiarization</b>	
Participate in Canadian Forces (CF) Familiarization Activities	
M320.01	Describe the Role of Canada's Air Force
C320.01	Discuss Canadian Forces (CF) Careers in Aviation
C320.02	Tour a Canadian Forces (CF) Facility
C320.03	Participate in a Presentation Given by a Guest Speaker From a Local Air Force Unit
C120.03	Contact a CF Member on Deployment
<b>PO 331 – Principles of Flight</b>	
Explain Principles of Flight	
M331.01	Describe Aircraft Stability
C331.01	Review Principles of Flight
C331.02	Read Pitot Static Instruments
C331.03	Identify Aspects of Helicopter Aerodynamics
C331.04	Demonstrate Attitudes and Movements in a Flight Simulator
C331.05	Participate in a Presentation Given by a Guest Speaker From the Local Aviation Community
<b>PO 336 – Meteorology</b>	
Identify Meteorological Conditions	
M336.01	Describe Properties of the Atmosphere
M336.02	Explain the Formation of Clouds
M336.03	Explain the Effects of Air Pressure on Weather
M336.04	Explain the Effects of Humidity and Temperature on Weather
PC	(Aviation Subjects) – Combined Assessment
C336.01	Read an Aviation Routine Weather Report (METAR)
C336.02	Tour a Meteorological Facility

C336.03	Participate in a Presentation Given by a Flight Services Specialist
<b>PO 337 – Navigation</b> Demonstrate Air Navigation Skills	
M337.01	Measure a Distance Along a Route
M337.02	Determine a Position on a Visual Flight Rules (VFR) Navigational Chart (VNC)
C337.01	Operate a Radio for Aviation Transmissions
C337.02	Practice Air Navigation Skills
<b>PO 340 – Aerospace</b> Identify Aspects of Space Exploration	
M340.01	Identify Canadian Astronauts
M340.02	Discuss the History of Manned Space Exploration
C340.01	Identify Canadian Astronauts
C340.02	Discuss the Canadian Space Program
C340.03	Discuss Unmanned Space Exploration
C340.04	Describe Elements of the Night Sky
C340.05	Simulate Life in Space
C340.06	Launch a Water Rocket
C340.07	Identify Global Positioning System (GPS) Components
C340.08	Describe Aspects of the International Space Station (ISS)
C340.09	Participate in a Presentation Given by a Guest Speaker From the Astronomy Community or the Aerospace Industry
C340.10	Identify Online Stargazing Programs
<b>PO – 360 Aerodrome Operations</b> Recognize Aspects of Aerodrome Operations	
C360.01	Identify Types of Aerodromes
C360.02	Explain Aspects of Aerodrome Lighting
C360.03	Construct a Model of the Airspace at an Aerodrome
C360.04	Identify How Equipment is Used at an Aerodrome
C360.05	Identify Aspects of Emergency Response and Aerodrome Security
C360.06	Explain Aspects of Air Traffic Services (ATS)

<b>PO – 370 Aircraft Manufacturing and Maintenance</b> Recognize Aspects of Aerodrome Operations	
M370.01	Identify Components of the Pitot Static System
M370.02	Identify Aircraft Manufacturers
M370.03	Describe Routine Aircraft Inspection Procedures
C370.01	Identify Tasks Required to Maintain Aircraft
C370.02	Describe Materials Used in Aircraft Construction
C370.03	Identify Basic Power Tools Used in Aircraft Manufacturing and Maintenance
C370.04	Construct an Aluminum Model Biplane
C370.05	Tour an Aircraft Restoration Project
C270.01	Participate in a Presentation Given by a Guest Speaker From the Aircraft Manufacturing or Maintenance Industry
C270.03	Tour an Aircraft Manufacturing or Maintenance Facility
<b>PO – 390 Aircrew Survival</b> Participate in a Field Exercise	
M390.01	Identify Parts of the Compass
M390.02	Identify Marginal Information and Conventional Signs
M390.03	Determine Grid References (GRS)
M390.04	Determine Distances on a Map and on the Ground
M390.05	Determine Bearings on a Map and on the Ground
390 PC	Navigate a Route Using a Map and Compass
C390.01	Identify Types of Maps
C390.02	Interpret Contour Lines
C390.03	Orient a Map by Inspection
C390.04	Orient a Map Using a Compass
C390.05	Calculate Magnetic Declination
C390.06	Determine Direction Using the Sun
C390.07	Determine Direction at Night
C390.08	Use Blazing Techniques

C390.09	Identify Elements of the Night Sky
C390.10	Identify Methods of Preparing and Cooking a Small Animal or Fish
C390.11	Construct Camp Crafts
C390.12	Perform Minor First Aid in a Field Setting
C390.13	Act as a Member of a Ground Search and Rescue (SAR) Party
C390.14	Participate in a Presentation Given by a Guest Speaker from the Search and Rescue (SAR) Community
C290.04	Construct a Solar Still

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PERFORMANCE OBJECTIVES

PO 301 Citizenship	PO 306 Air Rifle Marksmanship	PO 320 CF Familiarization
PO 302 Community Service	PO 307 General Cadet Knowledge	PO 331 Principles of Flight
PO 303 Leadership	PO 308 Drill	PO 336 Meteorology
PO 304 Personal Fitness and Healthy Living	PO 309 Instructional Techniques	PO 337 Navigation
PO 305 Recreational Sports	PO 311 Summer Biathlon	PO 340 Aerospace
PO 360 Aerodrome Operations	PO 370 Aircraft Manufacturing and Maintenance	PO 390 Aircrew Survival

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PERFORMANCE OBJECTIVE STATEMENTS

Recognize the Purpose of Service Groups Within Canada

Perform Community Service

Perform the Role of a Team Leader

Update Personal Activity Plan

Participate in Recreational Sports

Fire the Cadet Air Rifle During Recreational Marksmanship

Serve in an Air Cadet Squadron

Direct a Squad Prior to a Parade

Instruct a Lesson

Participate in a Recreational Summer Biathlon Activity

Participate in Canadian Forces (CF) Familiarization Activities

Describe Principles of Flight

Identify Meteorological Conditions

Demonstrate Air Navigation Skills

Identify Aspects of Space Exploration

Recognize Aspects of Aerodrome Operations

Recognize Aspects of Aircraft Manufacturing and Maintenance

Navigate a Route Using a Map and Compass

**RCACS SPONSOR INFORMATION**

Name of Squadron Sponsor: \_\_\_\_\_

Sponsoring Committee Chairperson: \_\_\_\_\_

Members of the Executive Committee:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Known Supporters:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## **AIR CADET NATIONAL SUMMER TRAINING COURSES**

International Air Cadet Exchange (IACE)

Power Pilot Scholarship (PPS)

Glider Pilot Scholarship (GPS)

Senior Leaders Course (SLC)

Fitness and Sports Instructor course (FSIC)

Survival Instructor Course (SIC)

Advanced Aerospace Course (AASC)

Advanced Aviation Technology–Airport Operations (AATC–AO)

Advanced Aviation Technology–Aircraft Manufacturing and Maintenance (AATC–AM)

Oshkosh Trip (OT)

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## PARTNERSHIP RESPONSIBILITIES OF THE ACLC

### PARTNERSHIP RESPONSIBILITIES OF THE ACLC

1. Make recommendations for the formation or disbandment of squadrons.
2. Provide financial support to squadrons as required.
3. Supervise squadron sponsoring committees.
4. Oversee, in cooperation with DND, the effective operation of Air Cadet squadrons and their sponsoring committees.
5. Administer trust accounts set up for awards to outstanding cadets.
6. Identify and provide other appropriate awards to recognize commendable cadet' and volunteers' performances.
7. Participate in the cadet selection process for national courses and exchange programs.

## **PARTNERSHIP RESPONSIBILITIES OF DND**

1. Supervision and administration of cadet squadrons.
2. Materiel to squadron IAW the scale of issue.
3. Training, pay and allowances for Cadet Instructor Cadre (CIC) officers.
4. Funds for payment of annual funding allocations (operation and maintenance) and training bonuses.
5. Transportation for directed training.
6. Facilities and staff for cadet summer training centres (CSTCs).
7. Syllabi and training aids.
8. Medical care as authorized by regulations.
9. Liaison with cadet squadrons.
10. Officers or appropriate civilians for annual ceremonial reviews.
11. Policy regarding CIC officers, civilian instructors, and cadets.

## RESOURCES AVAILABLE

- Ground school master lesson plans
- Pultz Private Pilot Study Guide
- Culhane Private Ground School Study Guide
- Ground School Self-Study CD
- Transport Canada Study Guides
- MacDonald, A. F., & Pepler, I.L., *From the Ground Up*, Aviation Publishers Co. Limited
- From the Ground Up Workbook
- Squadron ground school program
- Ground school program at another squadron

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**LOCAL TRANSPORT CANADA AVIATION MEDICAL EXAMINERS**

1. Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_

2. Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_

3. Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_

**Note:** A search can be conducted at  
[www.tc.gc.ca/aviation/applications/cam/en/camsearch.asp?x\\_lang=e](http://www.tc.gc.ca/aviation/applications/cam/en/camsearch.asp?x_lang=e)

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### **GUIDE FOR REVIEW BOARD PREPARATION**

1. Identify the following political leaders:
  - a. Prime Minister of Canada,
  - b. Governor General of Canada,
  - c. Minister of National Defence,
  - d. Premier of your province,
  - e. Lieutenant Governor of your province,
  - f. Member of Parliament for your riding, and
  - g. Provincial representative for your riding.
2. Identify the following military personnel:
  - a. Chief of Defence Staff,
  - b. Chief of Reserves and Cadets,
  - c. Chief of the Air Staff, and
  - d. RCSU Commanding Officer.
3. Identify the following League personnel:
  - a. National President,
  - b. Provincial Chairperson, and
  - c. Squadron Sponsoring Committee Chairperson.
4. Watch or read the news for at least two weeks prior to the review board date. Be familiar with major current events, especially those that deal with Canadians, Canada's military, and the aviation industry.

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### **PREPARING FOR THE QUALIFYING EXAM**

1. Ensure that you have gathered all study materials available. (See resource checklist at Annex G).
2. Go through the material once, writing down questions.
3. Find someone in the local community who may be able to help find the answers. (Ground school instructor, science teacher, etc).
4. Go through the material again. The exam is multiple choice, so concentrate on key words and concepts.
5. If possible, go through the practice exams multiple times.
6. Be sure to have all of the information relevant to the exam (eg, time, date, etc).
7. Show up early for the exam. This will give you time to become comfortable with the surroundings.
8. Whatever you do, do not leave studying to the last minute.

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