

CHAPTER 4

SECTION 1

PERFORMANCE OBJECTIVES (POs) AND TRAINING PLAN

PURPOSE

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

PERFORMANCE OBJECTIVES (POs)

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

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

3. This chapter also details the training plan that is designed to assist the cadet to achieve the required POs using EOs and Lesson Specifications (LS) that are the key reference used for development of A-CR-CCP-805/PF-001, *Proficiency Level Five Instructional Guides*.

ENABLING OBJECTIVES (EOs)

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

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

LESSON SPECIFICATIONS (LSs)

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

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

ASSESSMENT FOR LEARNING

6. Formative evaluation, or assessment for learning, takes place during a phase of instruction and helps cadets and instructors recognize progress or lapses in learning. These assessments can also provide cadets with opportunities to practice PCs. This helps to diagnose cadet needs, eg, corrective action or remedial instruction, plan the next steps in instruction and provide cadets with feedback they can use to improve. It also reinforces learning so that it can be retained longer. Details for Proficiency Level Five assessment for learning are outlined within the applicable lesson specifications located at Chapter 4.

PO 501

1. **Performance:** Reflect Upon What it Means to be a Good Citizen
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** Through completion of a self-study package, the cadet will:
 - a. reflect upon what it means to be a good Canadian citizen;
 - b. reflect upon individual global citizenship; or
 - c. analyze a global issue.
4. **Remarks:** Nil.
5. **Complementary Material:**
 - a. Complementary material associated with PO 501 is designed to enhance the cadet's knowledge of global citizenship, specifically:
 - (1) EO C501.01 (Reflect Upon What it Means to be a Good Canadian Citizen),
 - (2) EO C501.02 (Reflect Upon Individual Global Citizenship), and
 - (3) EO C501.03 (Analyze a Global Issue).
 - b. Only one complementary EO from PO 501 (Reflect Upon What it Means to be a Good Citizen) may be used to satisfy the minimum requirements of Phase Five / Master Cadet / Proficiency Level Five training.

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EO C501.01

1. **Performance:** Reflect Upon What it Means to be a Good Canadian Citizen
2. **Conditions:**
 - a. Given:
 - (1) Self study package,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area suitable to complete the self-study package.
3. **Standard:** The cadet shall reflect upon what it means to be a good Canadian citizen by completing a self-study package.
4. **Teaching Points:** Have the cadet complete the self study package, which includes:
 - a. responding to perspectives on what it means to be Canadian;
 - b. reflecting upon what it means to be a good Canadian citizen; and
 - c. identifying actions to take to become an even better Canadian citizen.
5. **Time:** One session (3 periods) = 90 min.
6. **Substantiation:** A self study was chosen for this lesson as it allows the cadet to reflect upon what it means to be a good Canadian citizen at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.
7. **References:** Nil.
8. **Training Aids:** Nil.
9. **Learning Aids:**
 - a. Self study package, and
 - b. Pen / pencil.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

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EO C501.02

1. **Performance:** Reflect Upon Individual Global Citizenship
2. **Conditions:**
 - a. Given:
 - (1) Self-study package,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area suitable to complete the self-study package.
3. **Standard:** The cadet shall reflect upon individual global citizenship by completing a self-study package.
4. **Teaching Points:** Have the cadet complete the self-study package, which includes:
 - a. examining globalization;
 - b. identifying how individual attitudes and actions are influenced by globalization; and
 - c. reflecting upon ways to become better global citizens.
5. **Time:** One session (3 periods) = 90 min.
6. **Substantiation:** A self study was chosen for this lesson as it allows the cadet to reflect upon global citizenship at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.
7. **References:**
 - a. Byers, M. (2005). *Are you a 'global citizen'?* Retrieved October 5, 2009, from <http://thetyee.ca/Views/2005/10/05/globalcitizen/#>
 - b. Global Policy Forum. (2009). *Globalization*. Retrieved October 25, 2009, from <http://www.globalpolicy.org/globalization.html>
 - c. MyLearning. (2009). *Global citizenship*. Retrieved November 15, 2009, from <http://www.mylearning.org/jpage.asp?jpageid=2015&journeyid=441>
 - d. Tapscott, Don. (2009). *Grown up digital: How the net generation is changing your world*. New York: McGraw Hill.
 - e. Fairtrade Foundation. (2009). *What is fair-trade?* Retrieved December 4, 2009, from http://www.fairtrade.net/what_is_fairtrade.html
 - f. Transfair Canada. (2009). *Transfair Canada*. Retrieved December 4, 2009, from <http://transfair.ca>
 - g. Reuters. (2012). *Bangladesh's Worst-Ever Factory Blaze Kills Over 100*. Retrieved March 23, 2013 from <http://www.reuters.com/article/2012/11/25/us-bangladesh-fire-idUSBRE8AN0CG20121125>
 - h. WiseGEEK. (n.d.). *What is Globalization?* Retrieved March 23, 2013 from <http://www.wisegeek.org/what-is-globalization.htm>

- i. UN Focal Point on Youth. (2011). *How does globalization have positive and negative effects on you – and your friends’ – efforts to secure a job?* Retrieved March 24, 2013 from http://www.unworldyouthreport.org/index.php?option=com_k2&view=item&layout=item&id=39&Itemid=147

8. **Training Aids:** Nil.

9. **Learning Aids:**

- a. Self-study package,
- b. Globe or digital / hard-copy world map,
- c. National newspaper or printout of current international news stories, and
- d. Pen / pencil.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO C501.03

1. **Performance:** Analyze a Global Issue
2. **Conditions:**
 - a. Given:
 - (1) Self-study package,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area suitable to complete the self-study package.
3. **Standard:** The cadet shall analyze a global issue.
4. **Teaching Points:** Have the cadet complete the self-study package, which includes selecting, reading and completing the self-study questions on:
 - a. a United Nations briefing paper on global issues; and / or
 - b. an article on a current international Canadian Armed Forces operation.
5. **Time:** One session (3 periods) = 90 min.
6. **Substantiation:** A self study was chosen for this lesson as it allows the cadet to examine global issues in greater detail at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.
7. **References:**
 - a. Canadian Forces (2013). *Canadian Armed Forces Operations*. Retrieved March 26, 2013, from <http://www.forces.gc.ca/site/operations/index-eng.asp>
 - b. United Nations (n.d.). *Briefing Papers for Students*. Retrieved March 26, 2013, from <http://cyberschoolbus.un.org/briefing/index.asp>
8. **Training Aids:** Nil.
9. **Learning Aids:**
 - a. Self-study package,
 - b. National newspaper, and
 - c. Pen / pencil.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

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PO 502

1. **Performance:** Perform Community Service
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance.
 - b. Denied: Nil.
 - c. Environmental: Dependent on the community service activity chosen.
3. **Standard:** The cadet will perform 45 hours of individual community service, to include:
 - a. conducting a personal inventory of skills, talents, and interests;
 - b. identifying community needs to address and investigating the underlying problems;
 - c. performing 45 hours of community service;
 - d. reflecting on the community service, to include:
 - (1) describing what happened;
 - (2) examining the difference made;
 - (3) discussing thoughts and feelings; and
 - (4) considering future community service opportunities;
 - e. preparing and planning a public demonstration of their community service and the effect it has had on them and the community; and
 - f. conducting their demonstration by:
 - (1) giving a public presentation;
 - (2) writing an article;
 - (3) publishing on a website or in another publication;
 - (4) creating a work of art; or
 - (5) completing another appropriate demonstration.
4. **Remarks:**
 - a. The aim of this PO is for cadets to participate in meaningful community service that:
 - (1) has value, purpose, and meaning;
 - (2) uses previously learned and newly acquired skills and knowledge;
 - (3) offers unique learning experiences;
 - (4) has real consequences; and
 - (5) offers a safe environment to learn, to make mistakes, and to succeed.

- b. Cadets shall apply the five stages of service learning to at least one of their community service activities, to include:
 - (1) inventory and investigation,
 - (2) preparation and planning,
 - (3) action,
 - (4) reflection, and
 - (5) demonstration.
 - c. The community service activity shall not directly benefit the corps / squadron or the sponsor.
 - d. This PO is assessed IAW Chapter 3, Annex B, 502 PC.
5. **Complementary Material:** No new complementary training will be added in Phase Five / Master Cadet / Proficiency Level Five.

EO M502.01

1. **Performance:** Perform 45 Hours of Individual Community Service
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance.
 - b. Denied: Nil.
 - c. Environmental: Dependent on the community service activity chosen.
3. **Standard:** The cadet shall perform 45 hours of individual community service, to include:
 - a. conducting a personal inventory of skills, talents, and interests;
 - b. identifying community needs to address and investigating the underlying problems;
 - c. preparing and planning to conduct 45 hours of community service;
 - d. performing 45 hours of community service;
 - e. reflecting on the community service, to include:
 - (1) describing what happened;
 - (2) examining the difference made;
 - (3) discussing thoughts and feelings; and / or
 - (4) considering future community service opportunities; and
 - f. conducting a public demonstration of their community service and the effect it has had on them and the community by:
 - (1) giving a public presentation;
 - (2) writing an article;
 - (3) publishing on a website or in another publication;
 - (4) creating a work of art; or
 - (5) completing another appropriate demonstration.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Provide the cadets with a copy of 502 PC located at Annex B, Appendix 1 and review the requirements of PO 502 (Perform Community Service).	Interactive Lecture	10 min	

TP	Description	Method	Time	Refs
TP2	Explain the five stages of service learning, to include: a. inventory and investigation, b. preparation and planning, c. action, d. reflection, and e. demonstration.	Interactive Lecture	20 min	Para 7
TP3	Have the cadets identify each stage of service learning as they read about a cadet's community service experience and brainstorm alternative methods for completing each stage.	Case Study	25 min	
TP4	Have the cadets complete their personal inventory of skills, talents, and interests.	Practical Activity	10 min	
TP5	Have the cadets brainstorm needs in their community.	In-class Activity	10 min	
TP6	Have the cadets complete an initial plan for the investigation process.	Practical Activity	15 min	

5. **Time:** One session = 90 min.

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1 and 2 to orient the cadets to the requirements of PO 502 (Perform Community Service), introduce cadets to the stages of service learning, and generate interest.
- b. A case study was chosen for TP 3 to illustrate the application of the community service model and to stimulate thought about the different options available under the model.
- c. A practical activity was chosen for TPs 4 and 6 as it is an interactive way to introduce cadets to the first stages of service learning.
- d. An in-class activity was chosen for TP 5 as it is an interactive way to stimulate thought on needs in the community and introduce cadets to ideas they may not have otherwise considered.

7. **References:** Kaye, Cathryn B. *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action*. Minneapolis, MN: Free Spirit Publishing Inc, 2010.

8. **Training Aids:** Nil.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. Remarks:

- a. The cadets shall complete the 45 hours of individual community service on their own time and during some cadet activities (eg, Royal Canadian Legion Poppy Campaign) throughout Phase Five / Master Cadet / Proficiency Level Five training.
- b. Cadets shall apply the five stages of service learning to at least one of their community service activities, to include:
 - (1) inventory and investigation,
 - (2) preparation and planning,
 - (3) action,
 - (4) reflection, and
 - (5) demonstration.
- c. The community service activity shall not directly benefit the corps / squadron or the sponsor.
- d. The cadet may complete their demonstration about one or more of their community service activities prior to full completion of their community service time.

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PO 503

1. **Performance:** Lead Cadet Activities
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** The cadet will lead cadet activities:
 - a. as an individual, completing:
 - (1) a leadership assignment; and
 - (2) a leadership appointment; and
 - b. as a member of a team, completing a leadership project, to include:
 - (1) creating a proposal;
 - (2) preparing for an exercise;
 - (3) conducting an exercise; and
 - (4) concluding an exercise.
4. **Remarks:**
 - a. Squadrons may use PO 502 (Perform Community Service) as an opportunity for cadets participating in Proficiency Level Five to fulfill the requirements of PO 503 (Lead Cadet Activities).
 - b. Leadership assignments have been previously presented in EO M303.07 (Lead Cadets Through a Leadership Assignment).
 - c. Leadership appointments have been previously presented in EO M403.06 (Act as a Team Leader During a Leadership Appointment).
 - d. This PO is assessed IAW Chapter 3, Annex B, 503 PC.
5. **Complementary Material:** The complementary material associated with this PO is EO C503.01 (Examine Meeting Procedures), designed to enhance the cadet's knowledge of leading cadet activities.

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EO M503.01

1. **Performance:** Create a Proposal
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet, as a member of a group, shall create a proposal by:
 - a. conceiving at least one cadet activity that meets the aim of the Canadian Cadet Organizations (CCO);
 - b. determining the goals of the activity or activities;
 - c. determining if the activity or activities meet CCO policies;
 - d. determining the resources necessary to carry out the activity or activities; and
 - e. submitting a proposal for approval.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Define project management, to include: <ol style="list-style-type: none"> a. the definition of project, and b. the five phases of a project. 	Interactive Lecture	5 min	C3-252 (pp. 10–22)
TP2	Explain the conceiving phase of a project, to include: <ol style="list-style-type: none"> a. choosing an exercise, such as: <ol style="list-style-type: none"> (1) community service, (2) leadership, (3) healthy living, (4) fitness and sports, (5) marksmanship, (6) drill, (7) CF familiarization, (8) aviation, (9) aviation technology, (10) aerospace, or (11) survival; 	Interactive Lecture	10 min	C0-452 C3-252 (pp. 23–44)

TP	Description	Method	Time	Refs
	b. choosing an activity or activities, using the brainstorming technique to generate ideas; c. determining the activity's or activities' goals; and d. determining limitations, such as resources.			
TP3	Explain the parameters of cadet activities with reference to policies, such as: a. Cadet Administrative Training Orders, b. A-CR-CCP-030/PT-001, <i>Water Safety Orders</i> , and c. A-CR-CCP-951/PT-002, <i>Royal Canadian Army Cadets Adventure Training Safety Standards</i> .	Interactive Lecture	5 min	A0-003 A1-010 A2-001
TP4	Explain how to write a proposal.	Interactive Lecture	5 min	C3-252 (pp. 23–44)

5. **Time:**

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

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to project management and the writing of a proposal.

7. **References:**

- A0-003 Director Cadets. (2006). *Cadet administrative and training orders index*. Retrieved May 25, 2006, from <http://www.cadets.ca/support/cato-oaic/intro.aspx>
- A1-010 A-CR-CCP-030/PT-001 Director Cadets 4. (2008). *Water safety orders*. Ottawa, ON: Department of National Defence.
- A2-001 A-CR-CCP-951/PT-002 Director Cadets 3. (2006). *Royal Canadian Army Cadets adventure training safety standards*. Ottawa, ON: Department of National Defence.
- C0-452 Université de Montréal. (2009). *Le remue-méninges*. Retrieved October 29, 2009, from http://www.ebsi.umontreal.ca/jetrouve/projet/etape1/brain_1.htm
- C3-252 ISBN 978-0-470-04923-5 Portny, S. E. (2007). *Project management for dummies*. Hoboken, NJ: Wiley Publishing.

8. **Training Aids:**

- Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,
- A-CR-CCP-030/PT-001, *Water Safety Orders*, and

- c. A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*.
- d. Create a Proposal worksheet,

9. **Learning Aids:**

- a. Create a Proposal worksheet,
- b. Create a Proposal Aide-Mémoire,
- c. A-CR-CCP-030/PT-001, *Water Safety Orders*,
- d. A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*, and
- e. Pen / pencil.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 503 PC.

11. **Remarks:** Cadets will be given the opportunity to create a proposal, as a member of a group, as part of their OJT.

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EO M503.02

1. **Performance:** Prepare an Exercise
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet, as a member of a group, shall prepare an exercise, to include:
 - a. writing an exercise plan;
 - b. obtaining approval for an exercise;
 - c. communicating the plan, to include:
 - (1) assigning team members to all exercise roles;
 - (2) explaining tasks;
 - (3) announcing the exercise.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the concept of a project audience.	Interactive Lecture	5 min	C3-252 (pp. 45–60) C0-453 (pp. 9-1-1 to 9-1-2)
TP2	Explain defining the plan, to include: <ol style="list-style-type: none"> a. developing a work-breakdown structure (WBS); b. determining precedence; c. developing a schedule; d. determining team members' skills and knowledge; e. defining team members' roles and responsibilities; f. determining and planning non-personnel resources; g. identifying risk; h. preparing a tracking system; and i. confirming team members' participation. 	Interactive Lecture	25 min	C3-252 (pp. 61–214)

TP	Description	Method	Time	Refs
TP3	Have the cadets create an exercise plan template.	In-Class Activity	20 min	A0-200 (pp. 9-1-1 to 9-4-11) C0-453
TP4	Explain starting the team, to include: a. announcing the exercise; and b. planning a successful pre-exercise meeting.	Interactive Lecture	20 min	A0-200 (pp. 9-4-6 to 9-4-9) C3-252 (pp. 247–248)
TP5	Have the cadets discuss sustaining motivation during a project.	Guided Discussion	10 min	C3-252 (pp. 255–264)

5. **Time:**

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture: | 50 min |
| c. | In-Class Activity: | 20 min |
| d. | Guided Discussion: | 10 min |
| e. | Total: | 90 min |

6. **Substantiation:**

- An interactive lecture was chosen for TPs 1, 2 and 4 to orient the cadets to the planning and preparation of an exercise.
- An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest about plan format.
- A guided discussion was chosen for TP 5 as it allows the cadets to discuss sustaining motivation during a project by sharing opinions, knowledge and experience with the group. The instructor, through a series of guided and follow-up questions, is able to stimulate the cadet's interest in sustaining motivation during an activity. The guided discussion contributes to the cadet's listening skills and team development.

7. **References:**

- A0-200 B-GL-303-002/FP-000 Canadian Forces. (1995). *Operational staff procedures : Staff duties in the field*. (Volume 2). Ottawa, ON: Department of National Defence.
- C0-453 Doc Stoc. (2009). *Format for activity plan*. Retrieved November 1, 2009, from <http://www.docstoc.com/docs/4977554/FORMAT-FOR-ACTIVITY-PLAN>
- C3-252 ISBN 978-0-470-04923-5 Portny, S. E. (2007). *Project management for dummies*. Hoboken, NJ: Wiley Publishing.

8. **Training Aids:**

- Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,
- Exercise Plan Example,

- c. Exercise Plan Template, and
- d. Guided Discussion worksheet.

9. **Learning Aids:**

- a. Exercise Plan Example, and
- b. Exercise Plan Worksheet.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 503 PC.

11. **Remarks:** Cadets shall be given the opportunity to prepare a cadet exercise, as a member of a group, as part of their OJT.

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EO M503.03

1. **Performance:** Conduct an Exercise
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet, as a member of a group, shall conduct an exercise, to include:
 - a. starting the exercise, by
 - (1) setting up; and
 - (2) conducting an introduction;
 - b. supervising the conduct of activities, to include:
 - (1) comparing the actual performance with the stated goals;
 - (2) dealing with problems as they arise; and
 - (3) keeping team members informed about progress;
 - c. ending the exercise, to include:
 - (1) conducting a conclusion;
 - (2) tearing down; and
 - (3) returning stores.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Have the cadets discuss how to begin and end an activity, to include: <ol style="list-style-type: none"> a. elements of an introduction, and b. elements of a conclusion 	Group Discussion	10 min	
TP2	Explain how to begin and end an exercise.	Interactive Lecture	5 min	A0-107 C0-249 (p. 36–37) C0-272 (p. 4) C0-273 (pp. 44, 88–90) C0-274 (pp. 19, 32)

TP	Description	Method	Time	Refs
TP3	Have the cadets review supervising an activity, to include: a. the purposes of supervision, and b. how to supervise.	Group Discussion	5 min	
TP4	Explain how to supervise an exercise.	Interactive Lecture	5 min	

5. **Time:**

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

6. **Substantiation:**

- A group discussion was chosen for TPs 1 and 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, and opinions about beginning and ending activities and supervision an activity.
- An interactive lecture was chosen for TPs 2 and 4 to orient the cadets to how to begin and end an exercise and how to supervise an exercise.

7. **References:**

- A0-107 CATO 14-31 Director Cadets. (2007). *Director Cadets and Junior Canadian Rangers General Safety Program*. Ottawa, ON: Department of National Defence.
- C0-249 ISBN 0-7894-2890-, R. (1998). *How to Delegate*. New York, NY: DK Publishing, Inc.
- C0-272 Coleridge Education, College of St. Mark and St. John. (2002). *A Consultation of Supervision Provision and Training Requirements Across Connexions Partnerships in England*. Retrieved March 17, 2008 from <http://www.connexions.gov.uk/partnerships/publications/uploads/cp/Supervisory%20Skills%20Exec%20Sum.pdf>
- C0-273 ISBN 978-1-56414-363-1 Ladew, D. P. (1998). *How to Supervise People: Techniques for Getting Results Through Others*. Franklin Lakes, NJ: Career Press.
- C0-274 ISBN 1-4134-1294-7 Sargent, G. (2003). *The Little Black Book of Supervision*. USA: Xlibris Corporation.

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

9. **Learning Aids:** Nil.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 503 PC.

11. **Remarks:** Cadets shall be given the opportunity to conduct an exercise, as a member of a group, as part of their OJT.

EO M503.04

1. **Performance:** Conclude an Exercise
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet, as a member of a group, shall conclude an exercise, to include:
 - a. conducting a debriefing; and
 - b. completing and submitting an after action report.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the steps in the conclusion of an exercise, to include: <ol style="list-style-type: none"> a. conducting a debriefing; and b. creating an after action report. 	Interactive Lecture	10 min	C3-252 (pp. 265–276, 270, 274–275)
TP2	Conduct an activity where the cadets develop an after action report format.	In-Class Activity	15 min	

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TP 1 to orient the cadets to the conclusion of an exercise, the content of an after action report and the conduct of a debriefing.
- b. An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest about after action report.

- 7.
- References:**
- C3-252 ISBN 978-0-470-04923-5 Portny, S. E. (2007).
- Project management for dummies*
- . Hoboken, NJ: Wiley Publishing.

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

9. **Learning Aids:**
 - a. Flip chart paper,
 - b. Markers, and
 - c. Pen / pencil.
10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 503 PC.
11. **Remarks:** Cadets shall be given the opportunity to conclude an exercise, as a member of a group, as part of their OJT.

EO C503.01

1. **Performance:** Examine Meeting Procedures
2. **Conditions:**
 - a. Given:
 - (1) Self-study package,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area suitable to complete the self-study package.
3. **Standard:** The cadet will examine meeting procedures by completing a self-study package.
4. **Teaching Points:** Have the cadet complete the self-study package, which includes:
 - a. identifying types of meetings;
 - b. examining how to organize meetings; and
 - c. examining how to facilitate meetings.
5. **Time:**
 - a. Self Study: 90 min
 - b. Total: 95 min
6. **Substantiation:** A self study was chosen for this lesson as it allows the cadet to examine meeting procedures at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor
7. **References:**
 - a. A0-010 CATO 11-03 Director Cadets 2. (2006). *Cadet program mandate*. Ottawa, ON: Department of National Defence.
 - b. A0-201 United States Army Medical Department Battle Simulation Center (2003). *Military briefings*. Retrieved February 26, 2010 from http://www.cs.amedd.army.mil/simcenter/military_briefings.htm
 - c. C0-004 ISBN 1-58062-577-0 McClain, G., & Romaine, D. S. (2002). *The everything managing people book*. Avon, MA: Adams Media.
 - d. C0-021 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.
 - e. C0-022 ISBN 0-02864-207-4 Cole, K. (2002). *The Complete idiot's guide to clear communications*. USA: Pearson Education, Inc.
 - f. C0-112 ISBN 0-8407-6744-7 Maxwell, J. C. (1993). *Developing the leader within you*. Nashville, TN: Thomas Nelson Inc. Publishers.

- g. C0-113 ISBN 1-882664-12-4 Karnes, F. A., & Bean, S. M. (1995). *Leadership for students: A practical guide for ages 8–18*. Waco, TX: Prufrock Press.
- h. C0-114 ISBN 0-02-863656-2 Pell, A. R. (1999). *The complete idiot's guide to team building*. Indianapolis, IN: Alpha Books.
- i. C0-115 ISBN 0-7879-4059-3 van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.
- j. C0-144 Colver, E., & Reid, M. (2001). *Peacebuilders 3: Peer helping*. Ottawa, ON: YouCAN.
- k. C0-245 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.
- l. C0-256 ISBN 0-7894-4863-7 Heller, R. (1999). *Achieving excellence*. New York, NY: DK Publishing, Inc.
- m. C0-270 Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, Vol. 50(4), 370–396.
- n. C0-271 Farthing, D. (2001). *Peacebuilders 1: Conflict resolution youth reference guide*. Ottawa, ON: YouCAN.
- o. C0-410 The ASPIRA Association. (2009). *Module #5: Defining leadership styles*. Retrieved on February 12, 2009, from http://www.aspira.org/files/documents/youthdev08/U_V_M_5_dls.pdf
- p. C0-413 University of Arkansas, Division of Agriculture, Cooperative Extension Service. (2006). *4-H volunteer leaders' series: The enabler—A leadership style*. Retrieved February 18, 2009, from http://www.uaex.edu/other_areas/publications/PDF/4HCD2.pdf
- q. C0-468 ISBN 0-06-091573-0 Hamlin, S. (1989). *How to talk so people listen*. New York, NY: Harper & Row Publishers.
- r. C0-469 ISBN 1-57851-143-7 Argyris, C., Bartolomé, F., Bourgeois, L. J., III, Eisenhardt, K. M., Jay, A., Kahwajy, J. L., et al. (1999). *Harvard business review on effective communication*. Boston, MA: Harvard Business School Publishing.
- s. C3-251 ISBN 978-0-306-81354-2 Robert, H. M., III, Evans, W. J., & Honemann, D. H. (2004). *Robert's rules of order: Newly revised in brief*. New York, NY: Perseus Books Group.

8. **Training Aids:** Nil.

9. **Learning Aids:**

- a. Self-study package, and
- b. Pen / pencil.

10. **Test Details:** Nil.

11. **Remarks:** This self-study package shall only be completed after the mandatory component of PO 503 (Lead Cadet Activities).

PO 504

1. **Performance:** Track Participation in Physical Activities
2. **Conditions:**
 - a. Given:
 - (1) Physical Activity Tracker,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will:
 - a. track moderate- to vigorous-intensity physical activity (MVPA) time for four consecutive weeks using the Physical Activity Tracker;
 - b. complete 60 minutes of MVPA daily for 24 days over four consecutive weeks; and
 - c. identify strategies to improve personal physical fitness.
4. **Remarks:** The aim of this PO is to encourage cadets to be more physically active in their daily lives.
5. **Complementary Material:** Complementary material associated with this PO is designed to enhance the cadets' knowledge of personal fitness and healthy living, specifically EO C504.01 (Reflect on Personal Fitness and Healthy Living).

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EO M504.01

1. **Performance:** Participate in the Cadet Fitness Assessment (CFA) and Identify Strategies for Improving Personal Physical Fitness
2. **Conditions:**
 - a. Given:
 - (1) Physical Activity Tracker,
 - (2) *Individual Score Sheet for the 20-m Shuttle Run Test*,
 - (3) Cadet Fitness Assessment and Incentive Level Results,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Training area large enough to accommodate the entire group and suitable for conducting the CFA.
3. **Standard:** The cadet shall:
 - a. participate in the CFA IAW CATO 14-18, *Cadet Fitness Assessment and Incentive Program*;
 - b. identify areas for improvement; and
 - c. identify strategies to improve personal physical fitness.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Supervise while the cadets participate in the CFA.	Practical Activity	60 min	7a, 7b, 7c
TP2	Conduct an activity where the cadets identify how to improve their personal physical fitness.	Practical Activity	30 min	

5. **Time:** One session (3 periods) = 90 min
6. **Substantiation:** A practical activity was chosen for this lesson as it allows the cadets to participate in the CFA in a safe and controlled environment.
7. **References:**
 - a. CATO 14-18 Director Cadets 3. (2010). *Cadet fitness assessment and incentive program*. Ottawa, ON: Department of National Defence.
 - b. Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual* (3rd ed.). Windsor, ON: Human Kinetics.
 - c. The Cooper Institute. (n.d.). *Fitnessgram / activitygram test administration kit: Fitnessgram 8.0 stand-alone test kit*. Windsor, ON: Human Kinetics.

8. **Training Aids:**

- a. CATO 14-18, *Cadet Fitness Assessment and Incentive Program*,
- b. Leger 20-m Shuttle Run Test CD,
- c. Measuring tape,
- d. CD player,
- e. Pylons,
- f. Gym mats,
- g. 12-cm measuring strip,
- h. Stopwatches,
- i. Paper,
- j. Metre sticks,
- k. Back-saver sit and reach test apparatuses,
- l. *Individual Score Sheet for the 20-m Shuttle Run Test*,
- m. Cadet Fitness Assessment and Incentive Level Results, and
- n. Strategies to Improve My Personal Physical Fitness handout.

9. **Learning Aids:**

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

10. **Test Details:** Nil.

11. **Remarks:**

- a. The purpose of the CFA is to have cadets measure their personal fitness to help them set individual goals for improvement. Each of the three components of fitness (cardiovascular, muscular strength, and muscular flexibility) is measured, and cadets are assessed using criterion-referenced standards as to whether they are in the healthy fitness zone (HFZ) within each of these components.

- b. The HFZ is the level of fitness needed for good health. Cadets who do not fall within the HFZ for certain components should be coached and encouraged to set goals that will help them improve towards achieving the HFZ in the future.
- c. The CFA shall be set up prior to conducting this EO.
- d. Assistant instructors will be required for this lesson.

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EO C504.01

1. **Performance:** Reflect on Personal Fitness and Healthy Living
2. **Conditions:**
 - a. Given:
 - (1) Self-study package,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area suitable to complete the self-study package.
3. **Standard:** The cadet shall reflect on personal fitness and healthy living by completing a self-study package.
4. **Teaching Points:** Have the cadet complete the self-study package, which includes examining:
 - a. physical fitness, to include:
 - (1) SMART goals,
 - (2) components of physical fitness,
 - (3) *Canadian Physical Activity Guidelines*,
 - (4) Canadian Sedentary Behaviour Guidelines, and
 - (5) looking to the future;
 - b. nutritional fitness, to include:
 - (1) calories needed for optimal health,
 - (2) making wise food choices, and
 - (3) budget shopping for food;
 - c. mental fitness, to include:
 - (1) self-esteem,
 - (2) how to practice mental fitness, and
 - (3) motivational quotes.
5. **Time:** One session (3 periods) = 90 min.
6. **Substantiation:** A self study was chosen for this lesson as it allows the cadet to examine in greater detail elements of personal fitness and healthy living at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

7. **References:**

- a. Canadian Mental Health Association (2013). *Your mental health*. Retrieved from <http://www.cmha.ca/mental-health/your-mental-health/>
- b. Dieticians of Canada (2013). *Eat right Ontario: physical activity*. Retrieved from <http://www.eatrightontario.ca/en/Articles/Physical-Activity/>
- c. Health-and-Fitness Source.com. (2012) *3 Ways your body is burning calories*. Retrieved March 15, 2013 from <http://www.health-and-fitness-source.com/burning-calories.html>
- d. Health Canada (2011). *Estimated energy requirements*. Retrieved from http://hc-sc.gc.ca/fn-an/food-guide-aliment/basics-base/1_1_1-eng.php
- e. Larson, Christian (2007). *Your forces and how to use them: The promise*. Retrieved from <http://www.goodreads.com/work/quotes/2208816-your-forces-and-how-to-use-them>
- f. Mobile & Persuasive. (2008). *A brief survey of physical activity monitoring devices*. Retrieved from <http://www.icta.ufl.edu/projects/publications/chao08a.pdf>
- g. Public Health Agency of Canada (2011). *Obesity in Canada. Determinants and contributing factors*. Retrieved from <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/oic-oac/determ-eng.php>
- h. United States Department of Agriculture. (2011). *How many calories does physical activity use?* Retrieved from http://www.choosemyplate.gov/food-groups/physicalactivity_calories_used_table.html
- i. World Health Organization. (2013). *Physical activity and adults*. Retrieved from http://www.who.int/dietphysicalactivity/factsheet_adults/en/index.html

8. **Training Aids:** Nil.

9. **Learning Aids:**

- a. Self-study package, and
- b. Pen / pencil.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

PO 507

1. **Performance:** Serve in an Air Cadet Squadron
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will serve in an air cadet squadron, to include:
 - a. participating in Proficiency Level Five;
 - b. assisting in the squadron's operations; and
 - c. completing On-the-Job Practical Requirements (OJPR).
4. **Remarks:** EO M507.01 (Develop a Personalized Schedule) shall be conducted at the beginning of the training year.
5. **Complementary Material:**
 - a. Complementary material associated with PO 507 is designed to enhance the cadet's knowledge of serving in an air cadet squadron, specifically:
 - (1) EO C507.01 (Identify Service Opportunities for a Cadet Instructors Cadre [CIC] Officer),
 - (2) EO C507.02 (Identify Volunteer Opportunities With the Air Cadet League of Canada [ACLC]),
 - (3) EO C507.03 (Reflect Upon the Cadet Experience); and
 - b. Only one complementary EO from PO 507 (Serve in an Air Cadet Squadron) may be used to satisfy the minimum requirements of Proficiency Level Five.

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EO M507.01

1. **Performance:** Develop a Personalized Schedule
2. **Conditions:**
 - a. Given:
 - (1) Handout of performance objectives (POs) and enabling objectives (EOs) of Proficiency Level Five,
 - (2) Proficiency Level Five Logbook,
 - (3) Current squadron training schedule,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. identify Proficiency Level Five mandatory training;
 - b. identify Proficiency Level Five complementary training;
 - c. review summer training opportunities;
 - d. review leadership assignment and leadership appointment opportunities at the squadron;
 - e. explain the On-the-Job Practical Requirements (OJPR) and Proficiency Level Five Logbook; and
 - f. develop a personalized schedule.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify Proficiency Level Five mandatory training common to the sea, army and air elements of the CCO, to include: <ol style="list-style-type: none"> a. community service, b. leadership, c. personal fitness and healthy living, d. general cadet knowledge, e. workshops, and f. individual learning. 	Interactive Lecture	10 min	A0-096 A3-029
TP2	Identify Proficiency Level Five complementary training opportunities, to include: <ol style="list-style-type: none"> a. common, and b. elemental. 	Interactive Lecture	10 min	

TP	Description	Method	Time	Refs
TP3	Review summer training opportunities, to include: a. staff cadet advanced training, and b. Cadet Summer Training Centre (CSTC) courses.	Group Discussion	5 min	A0-035 A3-029
TP4	Review leadership assignment and leadership appointment opportunities at the squadron.	Group Discussion	5 min	
TP5	Explain the OJPR and Proficiency Level Five Logbook.	Interactive Lecture	20 min	A3-184
TP6	Have the cadets develop a personalized schedule.	In-Class Activity	30 min	

5. **Time:**

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture: | 40 min |
| c. | Group Discussion: | 10 min |
| d. | In-Class Activity: | 30 min |
| e. | Total: | 90 min |

6. **Substantiation:**

- An interactive lecture was chosen for TPs 1, 2 and 5 to orient the cadets to and generate interest in Proficiency Level Five mandatory and complementary training opportunities as well as the OJPR and Proficiency Level Five Logbook.
- A group discussion was chosen for TPs 3 and 4 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about summer training opportunities, leadership assignments and leadership appointments at the squadron.
- An in-class activity was chosen for TP 6 as it is an interactive way to provoke thought and stimulate interest among the cadets as they develop a personalized schedule.

7. **References:**

- A0-035 CATO 13-28 Director Cadets 2. (2006). *Advanced training—Staff cadet*. Ottawa, ON: Department of National Defence.
- A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.
- A3-029 CATO 51-01 Director Cadets Senior Staff Officer Air Cadets. (2009). *Air cadet program outline*. Ottawa, ON: Department of National Defence.
- A3-184 A-CR-CCP-805/PW-001 Director Cadets 3. (2009). *Royal Canadian Air Cadets proficiency level five logbook*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,
- b. Proficiency Level Five Logbook,
- c. Handouts of the POs and EOs for Proficiency Level Five, and
- d. Current squadron training schedule.

9. **Learning Aids:**

- a. Proficiency Level Five Logbook,
- b. Handout of the POs and EOs for Proficiency Level Five, and
- c. Current squadron training schedule.

10. **Test Details:** Nil.

11. **Remarks:** This EO should be scheduled as early as possible in the training year.

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EO C507.01

1. **Performance:** Identify Service Opportunities for a Cadet Instructors Cadre (CIC) Officer
2. **Conditions:**
 - a. Given:
 - (1) Self-study package,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area suitable to complete the self-study package.
3. **Standard:** The cadet shall identify service opportunities for a Cadet Instructors Cadre (CIC) officer by completing a self-study package.
4. **Teaching Points:** Have the cadet complete the self-study package, which includes:
 - a. enrolment standards for the CIC,
 - b. corps / squadron service opportunities, to include:
 - (1) employment at a corps / squadron, and
 - (2) employment at technical training establishments, such as:
 - (a) Regional Cadet Sailing Schools (sail centres),
 - (b) Regional Army Cadet Expedition Centres (expedition centres), and
 - (c) Regional Cadet Air Operations (gliding centres);
 - c. regional service opportunities, to include:
 - (1) employment at regionally directed activities, to include:
 - (a) non-discretionary, and
 - (b) discretionary; and
 - (2) employment at a cadet detachment / Regional Cadet Support Unit (RCSU),
 - (3) employment at a Regional Cadet Instructor School (RCIS),
 - d. Cadet Summer Training Centre (CSTC) service opportunities, and
 - e. national service opportunities, to include:
 - (1) employment at nationally directed activities, and
 - (2) employment at the Directorate Cadets and Junior Canadian Rangers (D Cdts & JCR).
5. **Time:**
 - a. Self Study: 90 min
 - b. Total: 90 min

6. **Substantiation:** A self study was chosen for this lesson as it allows the cadet to examine in greater detail service opportunities for a CIC officer at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.
7. **References:**
 - a. A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.
 - b. A0-194 CATO 23-01 Director Cadets 6. (2007). *Recruitment / enrollment - Officers of the cadet instructors cadre (CIC)*. Ottawa, ON: Department of National Defence.
 - c. A0-195 CATO 21-03 Director Cadets 2. (2007). *Corps / squadron establishments staffing priorities and authorized paid days*. Ottawa, ON: Department of National Defence.
 - d. A0-196 CATO 23-11 Director Cadets 6. (2007). *Cadet instructors supporting cadet activities without pay*. Ottawa, ON: Department of National Defence.
 - e. A0-197 CATO 23-10 Director Cadets 2. (2006). *Reserve service opportunity selection process*. Ottawa, ON: Department of National Defence.
 - f. A0-198 Department of National Defence. (2009). *Reserve service opportunities*. Retrieved October 29, 2009, from <http://www.cadets.ca/employment-emploi.aspx>
 - g. A0-199 Department of National Defence. (2009). *CIC–Cadet instructors cadre*. Retrieved October 29, 2009, from <http://www.vcds.forces.gc.ca/cic/index-eng.asp>
 - h. A1-066 CATO 31-03 Director Cadets Senior Staff Officer Sea Cadets. (2008). *Sea cadet program outline*. Ottawa, ON: Department of National Defence.
 - i. A2-031 CATO 40-01 Director Cadets Senior Staff Officer Army Cadets. (2009). *Army cadet program outline*. Ottawa, ON: Department of National Defence.
 - j. A3-029 CATO 51-01 Director Cadets Senior Staff Officer Air Cadets. (2009). *Air cadet program outline*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Nil.
9. **Learning Aids:**
 - a. Self-study package, and
 - b. Pen / pencil.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

EO C507.02

1. **Performance:** Identify Volunteer Opportunities With the Air Cadet League of Canada (ACLC)
2. **Conditions:**
 - a. Given:
 - (1) Self-study package,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area suitable to complete the self-study package.
3. **Standard:** The cadet shall identify volunteer opportunities with the ACLC by completing a self-study package.
4. **Teaching Points:** Have the cadet complete the self-study package, which includes:
 - a. reviewing the role and responsibilities of the ACLC / squadron sponsoring committee (SSC), to include:
 - (1) fundraising;
 - (2) recruiting cadets;
 - (3) recruiting officers;
 - (4) screening volunteers;
 - (5) providing adequate office and training facilities;
 - (6) participating in selection boards for senior cadet rank appointments;
 - (7) participating in selection boards for air cadet summer training / exchanges; and
 - (8) participating in selection boards for honours and awards;
 - b. examining examples of support the ACLC has provided air cadets; and
 - c. attending a meeting with a member of the ACLC, to discuss:
 - (1) the potential for future involvement with Canadian Cadet Movement (CCM) as a member of the ACLC;
 - (2) the range of volunteer opportunities available and the amount of time commitment that may be required for each; and
 - (3) the screening process and registration process required of all ACLC adult volunteers.
5. **Time:**
 - a. Self Study: 90 min
 - b. Total: 90 min

6. **Substantiation:** A self study was chosen for this lesson as it allows the cadet to examine in greater detail volunteer opportunities with the ACLC at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.
7. **References:**
 - a. A0-040 2005-113124 Director Cadets. (2005). *Memorandum of understanding between the DND and the leagues*. Ottawa, ON: Department of National Defence.
 - b. C3-355 Air Cadet League of Canada. (2009). *Policy and procedure manual*. Retrieved February 9, 2010, from <http://www.aircadetleague.com/common/documents/images/ppm/ppm2009-2008.pdf>
8. **Training Aids:** Nil.
9. **Learning Aids:**
 - a. Self-study package, and
 - b. Pen / pencil.
10. **Test Details:** Nil.
11. **Remarks:** The 30-minute meeting between the ACLC member and the Proficiency Level Five cadet should be scheduled for the third period of the training session in which the cadet is attempting this self-study package.

EO C507.03

1. **Performance:** Reflect Upon the Cadet Experience
2. **Conditions:**
 - a. Given:
 - (1) Self-study package,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area suitable to complete the self-study package.
3. **Standard:** The cadet shall reflect upon the cadet experience by completing a self-study package.
4. **Teaching Points:** Have the cadet complete the self-study package, which includes:
 - a. conducting a self-assessment of the cadet experience;
 - b. analyzing the relationship between the cadet experience and preparation for adulthood; and
 - c. developing an action plan.
5. **Time:**

a.	Self Study:	90 min
b.	Total:	90 min
6. **Substantiation:** A self study was chosen for this lesson as it allows the cadet to reflect upon how their cadet experience can be used to make a successful transition to adulthood at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.
7. **References:**
 - a. C0-447 Furstenberg, F. F., Kennedy, S., McCloyd, V. C., Rumbaut, R. G., and Settersen, R. A. (2003). *Between adolescence and adulthood: Expectations about the timing of adulthood*. Retrieved October 28, 2009, from <http://www.transad.pop.upenn.edu/downloads/between.pdf>
 - b. C0-448 COMPAS Inc. (2002). *Cadet training focus group study*. Ottawa, ON: Department of National Defence.
 - c. C0-449 Arnett, J. J. (2004). *Emerging adulthood: The winding road from the late teens through the twenties* (Chapter 1). Retrieved October 28, 2009, from <http://www.jeffreyarnett.com/EmerAdul.chap1.pdf>
 - d. C0-450 Whitehead, S. (2009). *Emerging adulthood*. Retrieved October 27, 2009, from http://www.Parenthood.com/article-topics/emerging_adulthood.html
 - e. C0-451 Grossman, L. (2009). *Grow up? Not so fast*. Retrieved October 28, 2009, from <http://www.time.com/time/magazine/article/0,9171,1018089,00.html>
8. **Training Aids:** Nil.

9. **Learning Aids:**
 - a. Self-study package, and
 - b. Pen / pencil.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

PO 509

1. **Performance:** Instruct Cadets
2. **Conditions:**
 - a. Given:
 - (1) A lesson specification,
 - (2) An instructional guide, and
 - (3) Supervision.
 - b. Denied: Assistance.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will instruct a 30-minute lesson by:
 - a. researching the material for the lesson;
 - b. preparing for the lesson, to include:
 - (1) writing a lesson plan;
 - (2) preparing training aids; and
 - (3) preparing the learning environment; and
 - c. delivering the lesson, to include:
 - (1) introducing the lesson;
 - (2) presenting the content of the lesson;
 - (3) confirming the knowledge / skills learned during the lesson; and
 - (4) concluding the lesson.
4. **Remarks:**
 - a. Cadets will be assigned lessons from Proficiency Levels 1–4 to instruct as part of their On- the- Job Training (OJT).
 - b. This PO is assessed IAW Chapter 3, Annex B, 509 PC.
5. **Complementary Material:** Complementary material associated with PO 509 is C509.01 (Monitor Instruction) designed to introduce cadets to the process of monitoring instruction.

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EO C509.01

1. **Performance:** Monitor Instruction
2. **Conditions:**
 - a. Given:
 - (1) Self-study package,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to complete the self-study package.
3. **Standard:** The cadet shall monitor instruction by completing a self-study package.
4. **Teaching Points:** Have the cadet complete a self-study package, which includes:
 - a. the purpose of monitoring instruction;
 - b. the process of monitoring instruction; and
 - c. monitoring instruction.
5. **Time:**
 - a. Self Study: 90 min
 - b. Total: 90 min
6. **Substantiation:** A self study was chosen for this lesson as it allows the cadet to develop skills to monitor instruction at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.
7. **References:**
 - a. A0-055 A-P9-050-000/PT-006 Director Training and Education Policy. (2002). *Canadian Forces individual training and education system* (Vol. 6). Ottawa, ON: Department of National Defence.
 - b. A0-056 A-CR-CCP-913/PT-001 Cadet Instructors List Training School. (1978). *Technique of instruction*. Ottawa, ON: Department of National Defence.
 - c. A0-191 A-CR-CCP-914/PT-001 Cadet Instructors List Training School. (1978). *CIC instructional supervision*. Ottawa, ON: Department of National Defence.
 - d. A0-192 A-P9-000-009/PT-000 Canadian Forces Individual Training and Educational System. (2002). *Volume 9 instructional technique*. Ottawa, ON: Department of National Defence.
 - e. A0-193 A-P9-000-010/PT-000 Canadian Forces Individual Training and Educational System. (2002). *Volume 10 instructor supervision*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Nil.

9. **Learning Aids:**
 - a. Self-study package, and
 - b. Pen / pencil.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

PO 513

1. **Performance:** Attend Workshops
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will attend four workshops.
4. **Remarks:** This PO is assessed IAW Chapter 3, Annex B, 513 PC.
5. **Complementary Material:** Nil.

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PO 514

1. **Performance:** Pursue Individual Learning
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** The cadet will pursue individual learning by:
 - a. developing an Individual Learning Plan (ILP) to include:
 - (1) identifying an area of interest;
 - (2) determining learning goals;
 - (3) identifying necessary resources;
 - (4) identifying measures of success;
 - (5) setting target dates;
 - (6) discussing the plan with a supervisor; and
 - (7) adjusting the plan if necessary;
 - b. putting the plan into action;
 - c. monitoring the progress and adjusting the plan if necessary;
 - d. informing the supervisor of any adjustments; and
 - e. following up with the supervisor when all goals have been met.
4. **Remarks:** This PO will be assessed IAW Chapter 3, Annex B, 514 PC.
5. **Complementary Material:** Nil.

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PO 530

1. **Performance:** Fly a Cross-Country Flight Using a Flight Simulator
2. **Conditions:**
 - a. Given:
 - (1) Self-study package,
 - (2) Flight simulator,
 - (3) Visual Flight Rules (VFR) Navigation Chart (VNC),
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area suitable to complete the self-study package.
3. **Standard:** The cadet will fly a cross-country flight using a flight simulator, by:
 - a. plotting a VFR cross-country flight, to include:
 - (1) marking the original airport;
 - (2) plotting to the second airport recording landmarks; and
 - (3) plotting to the original airport recording landmarks;
 - b. determining distance and time to calculate aircraft speed; and
 - c. flying the VFR cross-country flight using a flight simulator, to include:
 - (1) taking off from the original airport;
 - (2) flying and landing at the second airport;
 - (3) taxiing to the airport apron;
 - (4) taking off from the second airport; and
 - (5) flying to and landing at the original airport.
4. **Remarks:** The cross-country flight should be planned for a maximum of 60 minutes.
5. **Complementary Material:** PO 530 (Fly a Cross-Country Flight Using a Flight Simulator) is a complementary package designed to provide an opportunity for the cadet to plot and fly a VFR cross-country flight using a flight simulator.

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EO C530.01

1. **Performance:** Fly a Cross-Country Flight Using a Flight Simulator
2. **Conditions:**
 - a. Given:
 - (1) Self-study package,
 - (2) Visual Flight Rules (VFR) Navigation Chart (VNC),
 - (3) ICAO chart ruler,
 - (4) Flight computer,
 - (5) Flight simulator,
 - (6) Supervision, and
 - (7) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Classroom or training area suitable to complete the self-study package.
3. **Standard:** The cadet shall fly a cross-country flight using a flight simulator by completing a self-study package.
4. **Teaching Points:** Have the cadet complete the self-study package, which includes:
 - a. plotting a visual flight rules (VFR) cross-country flight on a VNC, to include:
 - (1) marking the original airport;
 - (2) plotting to the second airport recording landmarks; and
 - (3) plotting to the original airport recording landmarks;
 - b. determining aircraft speed; and
 - c. flying the VFR cross-country flight using a flight simulator.
5. **Time:**
 - a. Self Study: 90 min
 - b. Total: 90 min
6. **Substantiation:** A self study was chosen for this lesson as it allows the cadet to plan and fly a cross-country flight using a flight simulator at their own pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.
7. **References:**
 - a. A0-001 A-CR-CCP-263/PT-001. (2000). *From the ground up*. Ottawa, ON: Aviation Publishers Co. Ltd.
 - b. C3-345 Flight Simulator Navigation. (2009). *Air navigation*. Retrieved October 22, 2009, from <http://www.navfltsm.addr.com.basic-nav-general.htm>

8. **Training Aids:** Nil.
9. **Learning Aids:**
 - a. Self-study package,
 - b. VNC,
 - c. ICAO chart ruler,
 - d. Flight computer,
 - e. Flight simulator, and
 - f. Pen / pencil.
10. **Test Details:** Nil.
11. **Remarks:** The cross-country flight is planned for a maximum of 60 minutes.

PO 540

1. **Performance:** Reflect on Canada's Contribution to Aerospace Technology
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Classroom or training area suitable to complete the self-study package.
3. **Standard:** The cadet will reflect on Canada's contribution to aerospace technology, to include:
 - a. the accomplishments up to the cancellation of the Avro Canada CF-105 Arrow project,
 - b. the accomplishments of former Avro Canada Limited personnel,
 - c. the Canadian contribution to the space program, and
 - d. the Canadian contribution to aircraft development.
4. **Remarks:** Nil.
5. **Complementary Material:** PO 540 (Reflect on Canada's Contribution to Aerospace Technology) is a complementary package designed to enhance the cadet's knowledge of Canada's contribution to present-day aerospace technology.

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EO C540.01

1. **Performance:** Reflect on Canada's Contribution to Aerospace Technology
2. **Conditions:**
 - a. Given:
 - (1) Self-study package,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area suitable to complete the self-study package.
3. **Standard:** The cadet shall reflect on Canada's contribution to aerospace technology by completing a self-study package.
4. **Teaching Points:** Have the cadet complete the self-study package, which includes examining:
 - a. the accomplishments up to the cancellation of the Avro Canada CF-105 Arrow project,
 - b. the accomplishments of former Avro Canada Limited personnel,
 - c. the Canadian contribution to the space program, and
 - d. the Canadian contribution to aircraft development.
5. **Time:**
 - a. Self Study: 90 min
 - b. Total: 90 min
6. **Substantiation:** A self study was chosen for this lesson as it allows the cadet to reflect in greater detail on Canada's contribution to aerospace technology at their own pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.
7. **References:**
 - a. C3-346 ISBN 978-1-55002-940-6 Melady, J. (2009). *Canadians in space: The forever frontier*. Toronto, ON: Dundurn Press.
 - b. C3-347 Aerospace and Defence. (2008). *Canada's evolving position in the aerospace environment*. Retrieved October 23, 2009, from <http://www.ic.gc.ca/eic/site/ad-ad.nsf/eng/ad03879.html>
 - c. C3-356 Centennial of Flight (2009). Avro Canada. Retrieved December 4, 2009 from http://www.centennialofflight.ca/airforce/hist/history_Avro_Canada_e.php
 - d. C3-357 page.interlog.com (2004). Avrodemo timeline. Copyright 1998–2004 by Art and Industry/20th Century Limited. Retrieved December 4, 2009 from <http://pages.interlog.com/~urbanism/adrodemo.html>
8. **Training Aids:** Nil.

9. **Learning Aids:**
 - a. Self-study package, and
 - b. Pen / pencil.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

PO 560

1. **Performance:** Participate in an Aerodrome Operations Activity
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area suitable to complete the self-study package.
3. **Standard:** The cadet will participate in an aerodrome operations activity, to include one of the following:
 - a. examining flight safety (FS) within the Air Cadet Flying Program (ACFP); or
 - b. examining the history of the Canadian bush pilot industry.
4. **Remarks:** Nil.
5. **Complementary Material:**
 - a. PO 560 (Participate in an Aerodrome Operations Activity) is a complementary package designed to enhance the cadet's knowledge of flight safety or the history of the Canadian bush pilot industry.
 - b. Only one complementary EO from PO 560 (Participate in an Aerodrome Operations Activity) may be used to satisfy the minimum requirement of Proficiency Level Five.

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EO C560.01

1. **Performance:** Examine Aspects of Flight Safety (FS)
2. **Conditions:**
 - a. Given:
 - (1) Self-study package,
 - (2) Supervision, and
 - (3) Assistance as required
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area suitable to complete the self-study package.
3. **Standard:** The cadet shall examine aspects of FS by completing a self-study package.
4. **Teaching Points:** Have the cadet complete the self-study package, which includes examining:
 - a. the role of the Flight Safety Officer (FSO) in the ACFP,
 - b. education and training,
 - c. the reporting process, and
 - d. investigation procedures.
5. **Time:**
 - a. Self Study: 90 min
 - b. Total: 90 min
6. **Substantiation:** A self study was chosen for this lesson as it allows the cadet to examine flight safety at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.
7. **References:**
 - a. A0-045 A-GA-135-01/AA-001 Directorate of Flight Safety (2002). *Flight safety for the Canadian Forces*. Ottawa, ON: Department of National Defence.
 - b. A3-189 Directorate of Flight Safety. (2007). *The Flight Safety Program*. Retrieved November 19, 2009, from <http://www.airforce.forces.gc.ca/dfs-dsv/program-programme-eng.asp>
8. **Training Aids:** Nil.
9. **Learning Aids:**
 - a. Self-study package,
 - b. Case study, and
 - c. Pen / pencil.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

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EO C560.02

1. **Performance:** Examine the Canadian Bush Pilot Industry
2. **Conditions:**
 - a. Given:
 - (1) Self study-package,
 - (2) Supervision, and
 - (3) Assistance as required
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area suitable to complete the self-study package.
3. **Standard:** The cadet shall examine the Canadian bush pilot industry by completing a self-study package.
4. **Teaching Points:** Have the cadet complete the self-study package, which includes:
 - a. examining the origin and development of bush flying; and
 - b. comparing aircraft flown.
5. **Time:**
 - a. Self Study: 90 min
 - b. Total: 90 min
6. **Substantiation:** A self study was chosen for this lesson as it allows the cadet to examine in greater detail the Canadian bush pilot industry at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.
7. **References:**
 - a. C3-358 Ministry of Natural Resources. (2009). *History of bush flying*. Retrieved September 30, 2009, from http://www.mnr.gov.ca/en/Business/AFFM/2ColumnSubPage/STEL02_165922.html
 - b. C3-359 The Stuart Graham Papers–Chronology. (2009). *Summary of the commercial flying activities in Canada, 1919–1930*. Retrieved September 30, 2009, from http://epe.lac.gc.ca/100/200/301.ic.can_digital_collections/sgraham/chron2.htm
8. **Training Aids:** Nil.
9. **Learning Aids:**
 - a. Self-study package, and
 - b. Pen / pencil.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

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PO 570

1. **Performance:** Examine Aspects of Aircraft Manufacturing and Maintenance Through the Development of Aerobatic Aircraft
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area suitable to complete the self-study package.
3. **Standard:** The cadet will examine aspects of aircraft manufacturing and maintenance through the development of aerobatic aircraft, to include:
 - a. the origin of aerobatic flight,
 - b. aircraft development,
 - c. modern aerobatic displays, and
 - d. Canadian aerobatic teams.
4. **Remarks:** Nil.
5. **Complementary Material:** PO 570 (Examine Aspects of Aircraft Manufacturing and Maintenance Through the Development of Aerobatic Aircraft) is a complementary package designed to enhance the cadet's knowledge of the development of aircraft for aerobatic flight.

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EO C570.01

1. **Performance:** Examine Aspects of Aircraft Manufacturing and Maintenance Through the Development of Aerobatic Aircraft
2. **Conditions:**
 - a. Given:
 - (1) Self-study package,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area suitable to complete the self-study package.
3. **Standard:** The cadet shall examine aspects of aircraft manufacturing and maintenance through the development of aerobatic aircraft by completing a self-study package.
4. **Teaching Points:** Have the cadet complete the self-study package, which includes examining:
 - a. the origin of aerobatic flight,
 - b. aircraft development,
 - c. modern aerobatic displays, and
 - d. Canadian aerobatic teams.
5. **Time:**
 - a. Self Study: 90 min
 - b. Total: 90 min
6. **Substantiation:** A self study was chosen for this lesson as it allows the cadet to examine in greater detail the aspects of aircraft manufacturing and maintenance through the development of aerobatic aircraft at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.
7. **References:**
 - a. A3-183 Department of National Defence. (2009). *Full history*. Retrieved October 1, 2009, from <http://www.snowbirds.dnd.ca/v2/hist/hist2-eng/asp>
 - b. C3-348 Sport Pilot. (2009). *Aerobatics*. Retrieved October 1, 2009, from http://www.esparacing.com/sport_pilot.htm
 - c. C3-349 Jet Fighter School II. (2009). *Introduction to aerobatics*. Retrieved October 1, 2009, from <http://www.flightsimbooks.com/jfs2/chapter1.php>
 - d. C3-350 Model Aviation. (1999). *A short history of aerobatics*. Retrieved October 1, 2009, from <http://jmrc.tripod.com/fa/aero.aero1.htm>
 - e. C3-351 Hickok Sports.com. (2003). *Aerobatics*. Retrieved October 1, 2009, from <http://www.hickoksports.com/history.shtml>

8. **Training Aids:** Nil.
9. **Learning Aids:**
 - a. Self-study package, and
 - b. Pen / pencil
10. **Test Details:** Nil.
11. **Remarks:** Nil.

PO 590

1. **Performance:** Analyze an Aircrew Survival Case Study
2. **Conditions:**
 - a. Given:
 - (1) Case study,
 - (2) Supervision, and
 - (3) Assistance, as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area suitable to complete the self-study package.
3. **Standard:** The cadet will analyze an aircrew survival case study, to include:
 - a. analyzing the cause of the accident;
 - b. examining the survival situation;
 - c. investigating the actions of any survivor(s); and
 - d. reflecting on the outcome.
4. **Remarks:** Nil.
5. **Complementary Material:** PO 590 (Analyze an Aircrew Survival Case Study) is a complementary package designed to enhance the cadet's knowledge of aircrew survival.

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EO C590.01

1. **Performance:** Analyze an Aircrew Survival Case Study
2. **Conditions:**
 - a. Given:
 - (1) Self-study package,
 - (2) Supervision, and
 - (3) Assistance as required
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area suitable to complete the self-study package.
3. **Standard:** The cadet shall analyze an aircrew survival case study by completing a self-study package.
4. **Teaching Points:** Have the cadet complete the self-study package, which includes:
 - a. analyzing the cause of the accident;
 - b. examining the survival situation;
 - c. investigating the actions of the survivor(s); and
 - d. reflecting on the outcome.
5. **Time:**

a. Self Study:	90 min
b. Total:	90 min
6. **Substantiation:** A self study was chosen for this lesson as it allows the cadet to analyze an aircrew survival case study at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.
7. **References:**
 - a. A3-016 B-GG-302-022/PT-001 Director Air Operations and Training. (1978). *Down but not out*. Ottawa, ON: Department of National Defence.
 - b. C3-002 ISBN 0-00-653140-7 Wiseman, P. (1999). *The SAS survival handbook*. Hammersmith, London: HarperCollins Publishers.
 - c. C3-003 ISBN 1-8967-00-9 Tawrell, P. (1996). *Camping and wilderness survival: The ultimate outdoors book*. Green Valley, ON: Author.
 - d. C3-352 1932nd Communication Squadron. (2009). *Crash in the wilderness circa 1942*. Retrieved October 9, 2009, from <http://www.lswilson.ca/page8.htm>
 - e. C3-353 British Columbia Outdoor Wilderness Guide. (2009). *Wilderness survival guide: Basic wilderness survival skills*. Retrieved October 9, 2009, from <http://www.bdadventure.com/adventure/wilderness/survival/basic.htm>
8. **Training Aids:** Nil.

9. **Learning Aids:**
 - a. Self-study package,
 - b. Case study, and
 - c. Pen / pencil
10. **Test Details:** Nil.
11. **Remarks:** Nil.

ANNEX A
INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

The various methods of instruction commonly accepted as appropriate for cadet training is outlined below.

METHOD	DEVELOPMENTAL PERIOD ONE AGES 12 – 14 EXPERIENCE-BASED	DEVELOPMENTAL PERIOD TWO AGES 15 – 16 DEVELOPMENTAL	DEVELOPMENTAL PERIOD THREE AGES 17 – 18 COMPETENCY
Behaviour Modeling	Not applicable	Not applicable	Applicable
Case Study	Not applicable	Applicable	Applicable
Demonstration and Performance	Applicable	Applicable	Applicable
Experiential Learning	Applicable	Applicable	Applicable
Field Trip	Applicable	Applicable	Applicable
Game	Applicable	Applicable	Applicable
Group Discussion	Applicable	Applicable	Applicable
Guided Discussion	Not applicable	Not applicable	Applicable
In-class Activity	Applicable	Applicable	Applicable
Interactive Lecture	Applicable	Applicable	Applicable
Lecture	Applicable	Applicable	Applicable
On-the job Training (OJT)	Not applicable	Not applicable	Applicable
Peer Learning	Not applicable	Not applicable	Applicable
Practical Activity	Applicable	Applicable	Applicable
Problem-based Learning	Not applicable	Applicable	Applicable
Role Play	Not applicable	Applicable	Applicable
Self-Study	Not applicable	Not applicable	Applicable
Seminar Method	Not applicable	Applicable	Applicable
Simulation	Not applicable	Not applicable	Applicable
Tutorial	Not applicable	Not applicable	Applicable

General information follows on each method for its age-appropriateness, definition, application, advantages and disadvantages.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>BEHAVIOUR MODELING Under development</p> <p>CASE STUDY Cadets are given a written problem, situation or scenario, to which they respond either individually or as a group in order to achieve a performance objective. The problem situation or scenario should match the experience level of the cadets and they should be given enough time either before or during the instructional period to analyze it. Responses to the case should be recorded under four headings: Facts, Assumptions, Problems and Solutions</p>	<p>1. Learning principles, attitudes and concepts.</p>	<p>1. Effective application of teaching principles instead of “preaching” .</p> <p>2. Cadets can help each other learn.</p> <p>3. High energy and perfect demonstrations.</p> <p>4. Can be easily related to a real life situation in the past and for future applications.</p>	<p>1. Must be well organized and facilitated in order to ensure learning takes place.</p>
<p>DEMONSTRATION AND PERFORMANCE Cadets observe the instructor performing the task in a demonstration, and rehearse it under the supervision of the instructor. A good example of this is drill instruction, where cadets are shown a movement and given the opportunity to practice and perform it.</p> <p>Demonstration Method A method of instruction where the instructor, by actually performing an operation or doing a job, shows the cadet what to do, how to do it and through explanations brings out why, where and when it is done.</p>	<p>Demonstration Method</p> <ol style="list-style-type: none"> To teach manipulative hands-on operations or procedures. To teach troubleshooting. To illustrate principles. To teach operation or functioning of equipment. To teach teamwork. To set standards of workmanship. To teach safety procedures. 	<p>Demonstration Method</p> <ol style="list-style-type: none"> Minimizes damage and waste. Saves time. Can be presented to large groups. 	<p>Demonstration Method</p> <ol style="list-style-type: none"> Requires careful preparation and rehearsal. Requires special classroom arrangements. Requires equipment and aids.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>Performance Method A method in which the cadet is required to perform, under controlled conditions, the operations, skill or movement being taught.</p>	<p>Performance Method</p> <ol style="list-style-type: none"> To teach manipulative hands-on operations or procedures. To teach operations or functioning of equipment. To teach team skills. To teach safety procedures. 	<p>Performance Method</p> <ol style="list-style-type: none"> Builds confidence. Enables learning evaluation. Reduces damage and waste. Promotes safety. 	<p>Performance Method</p> <ol style="list-style-type: none"> Requires tools and equipment. Requires large blocks of time. Requires more instructors.
<p>EXPERIENTIAL LEARNING Learning in the cadet program is centred on experiential learning. This involves learning knowledge and skills from direct experience. People learn best from their own experiences and can then apply the knowledge and skills in new situations. The four stages of the cycle may be considered and applied to all activities within the Cadet Program, regardless of methodology chosen.</p> <p>Stage 1: Concrete Experience: Cadets have an experience and take time to identify and define what the experience is. Sample activities: direct observations, simulations, field trips, reading.</p> <p>Stage 2: Reflective Observation: Cadets need to reflect on and examine what they saw, felt and thought while they were having the experience. Sample activities: discussion, journals / logs, and graphs.</p> <p>Stage 3: Abstract Conceptualization: Cadets work to understand and make connections from the experience to new or different situations. Sample activities: interview, discussion, model building, analogies and planning.</p> <p>Stage 4: Active Experimentation: Cadets look ahead to and plan the application of skills and knowledge acquired to future experience. Sample activities: simulation, fieldwork.</p> <p>Note: The cycle is ongoing as each learning experience builds on another.</p>	<ol style="list-style-type: none"> To teach practical skills. To learn how to learn. To teach transferable skills. To teach the process or principle. To teach problem solving. 	<ol style="list-style-type: none"> Knowledge is shared and created by everyone. Everyone is actively involved in the teaching – learning process. Numerous resources are used. Cadet based. 	<ol style="list-style-type: none"> Many resources are required (may be expensive). Needs a lot of planning, preparation and organization prior to activity. The instructor must master the subject developed. Instructor needs very good pedagogical skills. May not be a good process for learning details.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>FIELD TRIP Theoretical knowledge is reinforced through participation in an activity in a real-life setting. Prior planning helps to ensure all pre-training and safety standards are met. Field trip activities are planned and carried out to achieve clear instructional objectives that are understood by the cadets. Examples can include trips to areas of local interest, flying / gliding, hikes or boat trips.</p>	<ol style="list-style-type: none"> Awareness of historical situations. Can be used in conjunction with many other instructional methods. To introduce / illustrate and confirm topics. 	<ol style="list-style-type: none"> Immerse cadets in a specific environment. 	<ol style="list-style-type: none"> May be difficult to control. Needs much organization and preparation. May have cost involved.
<p>GAME Games are used with one or more participants to practice skills, apply strategies and enhance teams. It is critical that the game supports learning through the provision of a challenging activity that allows for the skill practice or knowledge confirmation. Games are a fun and interesting way to introduce a topic, expand cadets' understanding knowledge of topic or review material.</p>	<ol style="list-style-type: none"> Practical situations. Discovery of concepts and principles. Review and confirmation. Games include rules and assessment. 	<ol style="list-style-type: none"> Fun, interesting. Creates ownership. Highly participative. Many resources involved. 	<ol style="list-style-type: none"> May stratify the group by creating a winner and a loser. May be difficult to providing instructor feedback.
<p>GROUP DISCUSSION Cadets discuss issues, share knowledge, opinions and feelings about a topic in small groups to a specific goal. The instructor's questioning is flexible and minimal, and aims at encouraging cadets to explore their own experiences and opinions through peer interaction.</p>	<ol style="list-style-type: none"> To develop imaginative solutions to problems. To stimulate thinking and interest and to secure cadet participation. To emphasize main teaching points. To supplement lectures. To determine how well cadets understand the concepts and principles. To prepare cadets for application of theory or procedure. To summarize, clarify points or review. To prepare cadets for instruction that will follow. To determine cadet progress and effectiveness of prior instruction. 	<ol style="list-style-type: none"> Increases cadet interest. Increases cadet acceptance and commitment. Utilizes cadet knowledge and experience. Results in more permanent learning because of the high degree of cadet participation / cognitive involvement. 	<ol style="list-style-type: none"> Requires highly skilled instructors. Required preparation by cadets. Limits contents. Consumes time. Restricts size of group. Requires selective group composition.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>GUIDED DISCUSSION Cadets are guided to reach performance objectives by drawing out their opinions, knowledge, experience and capabilities through a series of open ended lead-off questions, responses and follow-up questions. The instructor summarizes throughout and concludes effectively to ensure the performance objective is met.</p> <p>IN-CLASS ACTIVITY In-class activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce instructional topics or to introduce cadets to new experiences. In-class activities should provoke thought and stimulate interest among cadets, while maintaining relevance to the performance objectives. Examples of these activities include learning stations, videos, brainstorming / debating.</p>	<ol style="list-style-type: none"> When cadets are already familiar with the subject. When the instructor wishes the cadets to learn through a series of structured questions. To reinforce instructional topics. To orient cadets to the subject. To introduce a subject. To give direction on procedures. To present basic material. To introduce a demonstration, discussion or performance. To illustrate the application of rules, principles or concepts. To review, clarify, empathize or summarize. 	<ol style="list-style-type: none"> The sharing of information, experiences and opinions by the group leads to the achievement of the teaching points and overall lesson objective. To provoke thought and stimulate interest among cadets, while maintaining relevance to the performance objectives. Permits flexibility with class size. Requires less rigid space requirements. Permits adaptability. Permits versatility. Permits better control over content and sequence. 	<ol style="list-style-type: none"> Takes time to prepare. The instructor must ensure that the cadets stay on the subject. Off-topic questions must be handled with tact. Encourages cadet passiveness. Difficult to gauge cadet reaction. Takes time to prepare.
<p>INTERACTIVE LECTURE The instructor-driven methodology combines both lecture and interaction to meet lesson objectives. Lecture portions of the lesson are offset with relevant activities such as videos with discussion, games to confirm and completion of handouts.</p>	<ol style="list-style-type: none"> To orient cadets to the subject. To introduce a subject. To give instruction on procedures. To present basic material. To illustrate the application of rules, principles or concepts. To review, clarify, empathize or summarize. 	<ol style="list-style-type: none"> Saves time. Permits flexibility of class size. Requires less rigid space requirements. Permits adaptability. Permits versatility. Permits better control over content and sequence. 	<ol style="list-style-type: none"> Involves one-way communication. Poses problems in skill teaching. Encourages passive behaviour. Difficult to gauge cadet reaction. Requires highly skilled instructors. Requires a high level of concentration from the cadets.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>LECTURE This is a formal or semi-formal discourse in which the instructor presents a series of events, facts, principles, explores a problem or explains relationships.</p>	<ol style="list-style-type: none"> 1. To orient cadets to the subject. 2. To introduce a subject. 3. To give instruction on procedures. 4. To present basic material. 5. To illustrate the application of rules, principles or concepts. 6. To review, clarify, empathize or summarize. 	<ol style="list-style-type: none"> 1. Proficient oral skills are required. 2. Useful for big groups. 3. Saves time because of fewer interruptions. 	<ol style="list-style-type: none"> 1. Should have a clear introduction and conclusion. 2. Cadets may be passive and uninvolved.
<p>ON-THE JOB TRAINING (OJT) OJT prepares cadets to perform a job within the cadet program. Cadets learn job related behaviours / skills and the practice them through performance on the job. An instructor facilitates learning and coaches each cadet through the process. All cadets have the opportunity to reflect and provide feedback on their performance. Besides learning the job skills, cadets practice and refine peer and self-evaluation skills and skills in providing feedback.</p>	<ol style="list-style-type: none"> 1. Appropriate for learning leadership positions and learning supervisory responsibilities. 2. Learn to perform numerous tasks and responsibilities that would otherwise be listed. 	<ol style="list-style-type: none"> 1. Gives ownership to the learner to learn required skills. 2. Potential for a rewarding a situation. 3. Challenging. 	<ol style="list-style-type: none"> 1. Should be used in low risk activity or situations. 2. Extensive supervision is required to ensure proper content is covered. 3. May be a very challenging learning curve. 4. Requires an appropriate debrief.
<p>PEER LEARNING Cadets in the same class teach each other. This allows cadets to learn from each other while also developing coaching, feedback and instructional skills.</p>	<ol style="list-style-type: none"> 1. Review. 2. Areas of expertise. 3. Practicing instructional techniques. 4. In practical situations such as leadership development, parade appointments, etc. 	<ol style="list-style-type: none"> 1. Teenagers can be especially receptive to learning from their peer group. 2. By instructing, cadets should master the material they are presenting. 3. Offers good opportunity to evaluate instructional techniques and leadership. 	<ol style="list-style-type: none"> 1. If cadets do not master the material presented or lack the instructional skills, the class may not be successful. 2. A good debrief is often required to ensure the learning is correct and emphasis was on the right objectives.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>PRACTICAL ACTIVITY Practical activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce and practice instructional topics or to introduce cadets to new experiences. Practical activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objectives.</p>	<ol style="list-style-type: none"> Review. In practical situations such as leadership development, parade appointments, etc. To introduce a subject. 	<ol style="list-style-type: none"> Encourage participation by cadets. Stimulate interest in the subject. Maintain relevance to the performance objectives. Fun and interesting. Creates ownership. Highly participative in small groups. Many resources involved. 	<ol style="list-style-type: none"> Extensive supervision is required to ensure proper content is covered. Takes time to prepare. Not suitable for large groups.
<p>PROBLEM-BASED LEARNING Cadets analyse a problem, apply the steps in the problem solving method and work toward solving the problem in small groups. Problem-based learning requires cadets to participate and interact with each other while developing critical thinking skills. Instructors choose problem that stimulate thought, reinforce learning and relate to the cadets' interest and needs. Throughout the exercise, instructors pose thought-provoking questions and guide cadets without influencing their decisions.</p>	<ol style="list-style-type: none"> Review. In practical situations such as leadership development, parade appointments, etc. 	<ol style="list-style-type: none"> Encourage participation by cadets. Stimulate interest in the subject. Maintain relevance to the performance objectives. Many resources involved. 	<ol style="list-style-type: none"> Critical thinking skills are required. Broad knowledge of the subject matter is required.
<p>ROLE PLAY Cadets are assigned roles requiring them to interact with others in responding to various realistic situations. The instructor identifies the purpose of the role-play, provides the cadets with enough background information to help them accurately play their assigned role, and motivates them to become more fully involved in the activity. De-brief after the role-play is essential to connect the activity with the PO / EO.</p>	<ol style="list-style-type: none"> Skills associated with social systems or human interactions; practical situations eg. Positive Social Relations for Youth, discipline issues, behaviour on the range, leadership, instructional techniques. Attitudinal objectives. 	<ol style="list-style-type: none"> High participation, interactive delivery and may lead to discussions. Experience is developed in a supportive environment. Can be very versatile depending on application eg, introduce a topic, mid-stage learning or as confirmation. 	<ol style="list-style-type: none"> Participants can be easily side-tracked, need for good preparation and controls must be set appropriately. Competence, experience and prepared instructors required.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>SELF-STUDY In a self-study method, the instructor provides materials and instructions to the cadets, then they learn the topic independently (learning at their own pace) often using a prepared package of information, written content, computer based learning, using videos, tapes (CDs) or models. Self-study does not need to be complex or in-depth; instructors can include self-study components as part of an interactive lesson or as a method on its own.</p>	<ol style="list-style-type: none"> To provide remedial instruction. To provide make-up instruction. To maintain previously learned skills, which are not performed frequently enough. To provide retraining on equipment and procedures that have become obsolete. To upgrade production. To accelerate capable cadets. To provide enough common background among cadets. To provide the review and practice of knowledge and skills. 	<ol style="list-style-type: none"> Reduces failure rates. Improves end-of-course proficiency. Saves time. Provides for self-instruction. Improves efficiency and economy for group or individualized instruction. Reduces instructor implication. Allows for very personalized feedback if present. 	<ol style="list-style-type: none"> Requires local or commercial preparation. Requires lengthy programmer training. Increases expenses. Requires considerable lead times. Poses administrative problems. Requires follow-up, feedback or evaluation in order to ensure learning is up to standard. Requires a great deal of discipline from the learner.
<p>SEMINAR METHOD This is a tutorial arrangement involving the instructor and group, rather than instructor and individual.</p>	<ol style="list-style-type: none"> To provide general guidance for group working on an advanced study or research project. To exchange information on techniques and approaches being explored by members of a study or research groups. To develop new and imaginative solutions to problems under study by the group. 	<ol style="list-style-type: none"> Provides motivation and rapport. Stimulates active participation. Permits adaptive instruction. 	<ol style="list-style-type: none"> Requires highly competent instructors. Poses evolution problems. Is more costly than most other methods.
<p>SIMULATION Simulation is a realistic representation of a situation (that cannot take place in the real environment) used to teach performance objectives without risk or complication. Cadets are active participants in the learning process. Instructor feedback is critical for learning. Many activities can be simulated (eg, first aid, leadership principles, dry firing).</p>	<ol style="list-style-type: none"> Attitudinal objectives. 	<ol style="list-style-type: none"> Cadets acquired the skills to conduct activities in the real environment. Cadets receive critical feedback. Allows for exploration of solutions. Provides opportunity to practice skills. 	<ol style="list-style-type: none"> Not applicable for large groups. Cadets may be self-conscious.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>TUTORIAL The instructor works directly with the cadets to ensure the successful achievements of the learning objectives. This is a useful way to teach highly complex skills, knowledge and procedures, or to provide remedial training to cadets. This method focuses on the cadet's needs and the individualized assistance provided it motivating for the cadet. Tutorials are easily adaptable to the cadet's learning pace and style.</p>	<ol style="list-style-type: none"> 1. To teach highly complex skills and operations or operations involving danger or expensive equipment. 2. To provide individualized remedial assistance. 3. During a debrief where learning must take place eg. monitoring. 	<ol style="list-style-type: none"> 1. Permits adaptive instruction. 2. Stimulates active participation. 3. Promotes safety. 	<ol style="list-style-type: none"> 1. Requires highly competent instructors. 2. Demands time and money.

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