National Defence / Défense nationale

Royal Canadian Air Cadets

Course Training Plan

LEVEL

4

Canada

National Defence / Défense nationale

A-CR-CCP-269/PH-001

ROYAL CANADIAN AIR CADET MANUAL

PROFICIENCY LEVEL FOUR COURSE TRAINING PLAN

(This publication supersedes A-CR-CCP-269/PH-001 dated 1997-01-15)

Issued on Authority of the Chief of the Defence Staff

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Contact Officer: D Cdts

FOREWORD

1. Course Training Plan for Royal Canadian Air Cadets Level Four Training is issued on the authority of the Chief of Defence Staff and is based on the Course Training Standard A-CR-CCP-265/PT-001.

2. This publication is effective upon receipt and supersedes A-CR-CCP-269/PH-001 dated 1997-01-15.

3. Suggestions for changes shall be forwarded through normal channels to NDHQ, Attention: Director Air Cadets.

PREFACE

1. This Course Training Plan (CTP) was developed by a team of cadet training development officers working for the Directorate of Cadets in collaboration with Region Headquarters, Area Cadet Officers (Air) and squadron officers from each region.

2. This publication is for the use of air cadet squadron training officers and their staffs in planning and conducting the mandatory support squadron training programme.

3. The CTP is an integral part of a performance-oriented system of training. It is the third document in the squadron programme and identifies enabling objectives within the performance objectives. Each enabling objective defines in precise terms what skill the individual trainee must demonstrate to achieve the final performance objective.

4. A more detailed explanation of the Canadian Forces Individual Training System and how it applies to cadets can be found in the training management guide A-CR-CCP-272/PF-001 (under development).

RECORD OF CHANGES

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CHAPTER 1

GENERAL

101 OUTLINE OF TRAINING

1. **Description of Need.** The Air Cadet **Mandatory and Mandatory Support** Programme includes training in leadership, citizenship, physical fitness and aviation subjects. A need exists to provide air cadets with an opportunity to gain experience and expand their knowledge to carry out their duties effectively. Cadets are eligible to be recommended for promotion to Warrant Officer Second Class upon completion of Level Four and an advanced speciality course.

2. **Scope.** The following subject areas will be covered:

   a. drill – PO 401;

   b. drill instruction – PO 402;

   c. citizenship – PO 404;

   d. physical fitness – PO 405;

   e. leadership – PO 408;

   f. instructional techniques – PO 409;

   g. meteorology – PO 413;

   h. navigation – PO 417;

   j. aircrew survival – PO 419; and

   k. training duties – PO 420.

3. **Programme Design.** This programme is to be completed during **mandatory and mandatory support** training time. Mandatory training is conducted to achieve performance objectives outlined in the Course Training Standard. It takes place over 25 training sessions. Mandatory support training is training conducted outside regular training sessions and assists in achieving the objectives of mandatory training.

4. Local headquarters training for Level Four is based on:

   a. 30 training sessions (one per week):

      (1) 25 sessions dedicated to Proficiency Level Four; and

      (2) five sessions used at the squadron commander's discretion; and

   b. eight mandatory support training days allocated as follows:

      (1) one day – gliding familiarization flying;

      (2) two days – bush weekend exercise;

      (3) two days – citizenship;

      (4) two days – sports; and

      (5) one day – squadron annual inspection.

5. **Suggested Course Timetable.** Annex B to this chapter reflects suggested timings for completion of this course.

102 CONDUCT OF TRAINING

1. **Method of Achieving Objectives.** The cadets shall be taught through the following methods:

   a. **Lecture Method.** A formal or semi-formal discourse in which the instructor presents a series of events, facts, and principles, and explores a problem or explains relationships.

   b. **Discussion Method.** A method in which group discussion techniques are used to reach instructional objectives.

   c. **Demonstration Method.** A method in which the instructor, by actually performing an operation or doing a job, shows the student what to do, how to do it and, through explanations, brings out why, where and when it is done.

   d. **Performance Method.** A method in which the student is required to perform under controlled conditions the operations, skill or movement being taught.

   e. **Study Assignment Method.** A method in which the instructor assigns readings in books, periodicals, manuals or hand-outs; requires the completion of a project or research paper; or prescribes problems and exercises for the practise of a skill.

2. As the majority of the performance objectives are skilled-related, a hands-on, experimental learning approach is essential.

103 USE OF CTP

1. This CTP shall be used by all Royal Canadian Air Cadet Squadrons as the primary authority covering the organization and conduct of Proficiency Level Four training.

COURSE SUMMARY

LEVEL ONE

	PERFORMANCE OBJECTIVES LEVEL FOUR	MANDATORY TRAINING PERIODS	MANDATORY SUPPORT TRAINING
401	Drill	7	one day – squadron's annual review.
402	Drill Instruction	7	
404	Citizenship	5	2 days (2 activities)
405	Physical Fitness	4	2 days (2 activities)
406	Sensible Living	6	
408	Leadership	9	
409	Instructional Techniques	6*	
413	Meteorology	7	one gliding familiarization day for PO's 413, 417 inclusive.
417	Navigation	10	**(See note below).**
419	Aircrew Survival	1	2 days (one weekend exercise)
420	Training Duties	20	
		75	
	Commanding Officer's (CO's) Periods	15	
	Total	**90**	**8 Mandatory Support Training Days**

* Mandatory Training Periods - Levels 1 and 2

NOTE: If the squadron is not serviced by a gliding site, contact the Regional HQ/RCA Ops O for an alternate, but equivalent activity.

SUGGESTED COURSE TIMETABLE

ESCADRON / SQUADRON 777

AIR CADETS DE L'AIR
HORAIRE/TIMETABLE

ANNÉE / YEAR 93-94

MANDATORY TRAINING - ENTRAÎNEMENT OBLIGATOIRE

			PERIOD/PÉRIODE 1				PERIOD/PÉRIODE 2				PERIOD/PÉRIODE 3				REMARQUES REMARKS
TIME/HEURE			1900 — 1935				1940 — 2015				2035 — 2115				
LEVEL/NIVEAU			1	2	3	4	1	2	3	4	1	2	3	4	
SEPT.	20	1	403 01	403 01	401 01	408 01	403 02	403 02	401 02	419 01	401 03	CO 01	403 01	409 01	
	27	2	40 03	401 01	403 02	408 02	403 04	403 03	408 01	408 02	401 02	403 04	408 02	409 02	
OCTOBER	4	3	403 05	401 02	403 03	CO 01	404 01	403 05	401 03	409 03	401 01	CO 02	416 01	409 04	
	11	4	403 06	403 06	401 04	408 03	404 02	403 06	408 03	401 01	401 04	CO 03	408 04	409 05	
	18	5	CO 01	401 03	CO 01	408 04	403 08	403 06	401 05	408 04	403 09	403 06	416 02	401 02	
	25	6	403 07	401 04	408 05	CO 02	403 07	403 06	401 06	404 02	403 07	CO 04	CO 02	401 03	
NOVEMBER	1	7	403 eval	406 01	406 01	401 05	CO 02	408 01	408 05	401 05	401 05	408 01	416 03	406 01	
	8	8	CO 03	401 05	CO 03	408 05	410 01	408 02	401 06	408 05	401 06	408 03	CO 04	408 05	
	15	9	421 01	401 04	408 06	409 05	410 01	408 04	408 07	401 04	401 07	408 04	416 04	409 05	
	22	10	421 02	CO 05	CO 05	401 06	CO 04	418 01	402 01	405 01	401 08	418 02	416 04	420 01	
	29	11	421 03	404 01	402 02	406 02	421 03	404 02	405 01	CO 03	401 09	404 03	416 05	406 01	
DECEMBER	6	12	421 04	401 06	404 01	406 02	421 05	404 04	402 03	406 02	401 10	404 04	416 eval	404 02	
	13	13	415 01	401 07	CO 06	CO 04	415 02	405 01	404 01	405 02	401 11	CO 06	CO 07	420 01	
	20	14	415 03	CO 07	404 01	404 01	415 03	CO 08	402 03	404 01	401 12	CO 09	404 01	404 01	
JANUARY	10	15	415 03	401 08	409 01	406 01	415 04	410 01	402 03	CO 05	401 13	410 02	409 01	420 01	
	17	16	415 eval	410 02	402 03	404 02	CO 05	406 02	406 02	413 01	401 14	410 03	402 03	413 01	
	24	17	411 01	401 09	409 02	413 02	411 02	CO 10	417 01	413 02	411 03	CO 11	CO 08	420 01	
	31	18	CO 06	401 10	409 03	420 01	CO 07	416 01	417 02	405 03	401 15	416 02	417 03	405 03	
FEBRUARY	7	19	411 eval	CO 12	409 04	413 03	412 01	416 03	417 04	413 04	412 01	416 04	CO 09	413 05	
	14	20	412 03	401 10	409 05	420 01	412 04	416 eval	409 05	420 01	401 16	CO 13	417 04	420 01	
	21	21	412 04	CO 14	409 06	420 01	412 04	414 01	409 06	420 01	401 17	414 02	417 eval	420 01	
	28	22	406 01	401 10	409 07	417 01	406 01	414 03	409 07	417 01	406 01	414 04	CO 10	420 01	
MARCH	6	23	CO 08	410 04	418 01	420 01	405 01	410 05	418 01	417 02	401 18	414 05	419 01	417 02	
	13	24	CO 09	401 eval	409 08	417 03	CO 10	406 03	406 03	417 03	401 19	410 05	409 08	420 01	
	27	25	CO 11	401 eval	409 08	CO 07	419 01	410 05	419 02	CO 08	401 20	410 05	409 08	CO 09	
APRIL	3	26	419 02	414 eval	CO 11	420 01	419 03	CO 15	418 02	417 04	CO 12	CO 16	418 02	417 04	
	10	27	419 04	401 eval	418 03	417 05	419 05	419 01	419 03	417 05	401 21	419 02	419 03	420 01	
	17	28	CO 13	419 03	418 04	420 01	401 21	CO 17	419 04	420 01	401 21	CO 18	419 05	420 01	
	24	29	CO 14	CO 19	419 06	CO 10	401 eval	CO 20	419 07	CO 11	401 eval	CO 21	CO 12	CO 12	
MAY	1	30	CO 15	CO 22	CO 13	CO 13	CO 16	CO 23	CO 14	CO 14	CO 17	CO 24	CO 15	CO 15	

CHAPTER 2

COURSE MANAGEMENT DETAILS

201 AIM

1. The aim of the Proficiency Level Four Course, as detailed in AIR CADET SPECIFICATIONS, is to develop a cadet's skills in leadership, instruction and aviation.

202 CRITICAL REQUIREMENTS

1. **Course Duration.** The duration includes 25 training sessions with the following exercises during mandatory support training time:

   a. 1 September to 30 June – one familiarization flying day (gliding, CF or other), and one weekend exercise;

   b. 1 September to 31 December – two one-day exercises; and

   c. 1 January to 30 June – three one-day exercises.

2. In addition, five training sessions may be allocated at the discretion of the squadron commanding officer.

3. In summary, the course comprises:

   a. 30 training sessions (one per week):

      (1) 25 sessions dedicated to Proficiently Level Four; and

      (2) five sessions used at the squadron commander’s discretion; and

   b. eight mandatory support training days.

4. **Instructor Allocation.**

   a. training officer;

   b. officer instructor – course training officer, and

   c. Level IV qualified cadet instructors.

5. **Course Capacity.** The course capacity depends on the resources available at each squadron. As well, enrolment must respect each squadron's designated quota.

6. **Facility Requirements.** Squadrons should seek access to the following facilities in order to conduct this course:

   a. an area to conduct drill instruction;

   b. classroom space; and

   c. an area to conduct sports activities.

7. **Equipment and Personnel Support.** During the course, there is one aircrew survival exercise designed to allow Level Four cadets to apply their knowledge of survival in the field. The training support requirements are as follows:

   a. transport, bus, panel vans (as available);

b. sleeping bags;

c. two radios;

d. tents suitable for command posts and accommodations;

e. fresh or dry rations (as available); and

f. additional equipment as available: axes, shovels, rope, lanterns and coleman stoves.

8. **Citizenship Training.** Practical citizenship training must be conducted at the squadron. These activities are to be conducted during mandatory support training time and are counted as the designated exercises detailed in paragraph 2, Critical Requirements, and Chapter one, paragraph 101 4b. Practical citizenship activities may include, but are not limited to:

a. The Terry Fox Run;

b. Legion Poppy Day;

c. Remembrance Day Parade;

d. Christmas Seal Campaign;

e. Santa Claus Parade;

f. hospital volunteer work;

g. senior citizen home visits;

h. city dedication ceremonies; and

j. assistance with civic events.

CHAPTER 3

ASSESSMENT OF CADETS

301 GENERAL

1. **Course Assessment.** Cadets are given pass/fail assessments based on:

   a. their successfully meeting the standards of Performance Objectives (POs) as stated in Chapter 4 of this CTP; and

   b. their overall behaviour.

2. **Performance Checks.** Most performance objectives are assessed using Performance Checks (PCs). POs that cannot be assessed practically shall be evaluated using Tests of Support Knowledge (TSKs). These tests can be oral or written, although it is recommanded they be oral. The pass mark is 60 per cent.

302 SPECIFIC ASSESSMENT GUIDELINES

1. **PO 401 Drill.** In accordance with A-PD-201-000/PT-000, cadets must hold two of the following **squadron** parade appointments during the course of the training year: Squadron Warrant Officer, Squadron Deputy Commander, and Squadron Commander. Cadets are given verbal assessments to help them improve their weak points and build on strong ones. Annex A to this chapter provides a check-list and assessment guide.

2. **PO 402 Drill Instruction**. To pass PO 402, cadets must, in accordance with references, instruct a 35-minute drill lesson. Attached at Annex B to this Chapter is the check-list and assessment guide.

3. **PO 404 Citizenship**. To pass PO 404, cadets must, in accordance with references:

   a. assist in the organization of two community activities; and

   b. write two memoranda. Each memorandum should be of a different type (request, record of decision, confirmation, reservation, meeting arrangements, proposition for changes, amendments) and contain the following: date, name, rank of the addressee, subject heading, reference, message, signature block and distribution list. Attached at Annex C is an assessment guide.

4. **PO 405 Physical Fitness**. In order to pass PO 405 cadets must:

   a. participate in the Air Cadet Fitness Programme (ACFP);

   b. participate in one team sport activity; and

   c. assist squadron staff in the conduct of either one sport event or the ACFP.

   Find at Annex D an example of the Test Record Chart for the ACFP. Once completed, this chart must be signed by the evaluator and put on the cadets' personal training files.

5. **PO 406 Sensible Living**. There is no evaluation for this PO, although attendance of lectures is required.

6. **PO 408 Leadership**. To pass PO 408, cadets must successfully, and in accordance with references, plan a group activity. Attached at Annex E to this chapter, is the evaluation form for this PO.

7. **PO 409 Instructional Techniques**. To pass PO 409 cadets must prepare and deliver a 35-minute lesson, using at least one visual aid and proper questioning techniques, and provide the instructor with a lesson plan. Attached at Annex F to this chapter is the evaluation form for this PO.

8. **PO 413 Meteorology**. Cadets must respond correctly to oral questions on this PO. Answers do not have to be detailed. The questions and answers are contained at Annex G to this chapter.

9. **PO 417 Navigation**. Cadets must respond correctly to oral questions on this PO. Answers do not have to be detailed.

10. **PO 419 Aircrew Survival**. In preparing for the Aircrew Survival weekend, the training officer must delegate responsibilities to each Proficiency Level 4 cadet. Cadets will be evaluated on their ability to fulfil the assigned duties. The assessing officer must use the form attached at Annex J to this Chapter.

11. **PO 420 Training Duties**. In preparing the syllabus, the training officer must plan a series of training tasks to be performed by Level Four cadets. In order to pass PO 420, cadets must perform training duties, as assigned by the training officer, for a total of 5 hours. Attached at Annex K is the Control Form for PO 420.

303 POs EXEMPTIONS

1. Upon successful completion of Advanced Speciality Summer courses as described in the following table, cadets are credited for a selected number of Proficiency Level 4 Performance Objectives:

Exemption LHQ Training – Level 4
upon Successful Completion of Advanced Speciality Training

Course	PO 401	PO 402	PO 405	PO 408	PO 409	PO 413	PO 417	PO 419
Senior Leaders' Course	X	X		X	X			
Flying Scholarship						X	X	
Glider Course						X		
Athletic Instructors' Course			X	X	X			
Instructors' Course					X			
Survival Instructors' Course				X	X			X
Air Traffic Control						X	X	
Technical Training Course					X			
Music Instructors' Course					X			

2. Training officers must take advantage of these exemptions and utilize Level 4 cadets in such a way that they will **complement** their training staff. Level 4 cadets must not take the place of a qualified Level 5 cadet if such a cadet is available. Level 4 cadets may be used in instructional positions as apprentice-instructors but require supervision and guidance from an experienced instructor.

3. The decision to utilize a Level 4 cadet for training duties should be based on the recommendations found in the end of camp report, the availability of such duties, the cadet's previous record of training and finally the level of maturity.

4. Cadets credited for a number of POs, as stated above, still have to qualify for Proficiency Level 4 by successfully completing all other mandatory POs as described in the present CFP.

5. Training Officers are encouraged to combine the number of periods credited above with PO 420 (20 periods) and the 15 periods allocated to the CO in order to increase the number of periods a Level 4 cadet may be available for training duties.

303 POs EXEMPTIONS – DONE.

304 GRADING

1. Performance Objectives 408 and 409 are graded. PO 401, 402, 404, 405, 413, 417, 419 and 420 are not graded; they are assessed as Pass/Fail only.

2. **Level Four Grading**. Grades are defined as:

a. **A – Above Standard Performance:**

(1) received a grade of 80 per cent or greater in POs 408 and 409; and/or

(2) obtained a pass for nine of nine remaining Level Four POs; and

(3) enthusiastically approached all tasks, helped others achieve POs and participated actively in all aspects of squadron life;

b. **B – Standard Performance:**

(1) received a grade of 60 per cent or greater in POs 408 and 409;

(2) obtained a pass on at least seven of nine remaining Level Four POs; and

(3) approached all tasks enthusiastically;

c. **C – Minimum Performance:**

(1) received a minimum grade of 60 per cent or greater in POs 408 and 409;

(2) obtained a pass on at least five of nine remaining Level Four POs; and

(3) displayed inappropriate behaviour at some time during the course; and

d. **F – Fail:**

(1) did not receive a minimum of 60 per cent on PO 408 and 409;

(2) received a Fail on five of nine in Level Four POs; and

(3) failed to present a minimum standard of deportment and behaviour expected of Level Four cadets.

305 RETESTING

1. A cadet who fails a PC or TSK will be permitted a supplemental attempt to pass. Failure of a supplemental attempt constitutes failure of that PO (see paragraph 307 for further details). If, in the judgement of the commanding officer, unusual circumstances exist, a further attempt may be granted. The details shall be recorded on the cadet's file.

306 PROGRESS MONITORING

1. Continuous monitoring of cadet's progress is required at the squadron level to provide:

a. early warning of difficulties; and

b. feedback on the effectiveness of training.

2. Mechanisms used for this purpose are:

   a. cadet interviews; and

   b. enabling checks.

3. **Cadet's Progress File**. Progress files are used to record observations on cadet performance. The course training officer ensures that forms are included to record:

   a. completion of and attendance at essential training activities required by POs/EOs;

   b. accumulated performance results for each PO;

   c. observations on performance for each assessment element;

   d. observations on behaviour; and

   e. counselling forms.

4. Cadets experiencing difficulty in any area of performance are counselled with regard to the nature of the shortcomings. Corrective action is suggested.

5. **Cadet Interviews**. Cadet interviews are carried out by the course training officer. There shall be at least one interview per training year.

6. Any areas of weakness are identified during these interviews.

7. **Enabling Checks**. Short quizzes based on course training should be conducted regularly. These quizzes can act as early warnings of training deficiencies and should reduce the number of retests.

307 UNSATISFACTORY COURSE PROGRESS

1. Unsatisfactory course progress is indicated by:

   a. failure of a PO; and/or

   b. inappropriate behaviour.

2. All PO failures are submitted to the CO of the squadron for consideration. The CO reviews:

   a. the seriousness of the failure;

   b. performance on related POs;

   c. indications of any earlier trouble and action taken;

   d. overall course performance; and

   e. feasibility of a retest.

3. The CO or training officer recommends either a retest or failure.

4. In addressing a cadet's inappropriate behaviour, COs should follow normal counselling procedures.

308 COURSE REPORTING

1. Academic records are prepared for each cadet. Enclosed at Annex L is the Cadet Academic Record which is used to record a cadet's success or failure.

2. The Cadet Academic Record indicates a PASS or FAIL.

3. The Cadet Academic Record contains a narrative description of the cadet's performance, including specific details regarding:

a. POs in which the cadet demonstrated exceptional ability; and

b. POs in which the cadet had difficulty.

4. The narrative may contain:

a. general comments on overall conduct;

b. a descriptive narrative on:

(1) any exceptional conduct; or

(2) any inappropriate conduct resulting in counselling actions; and

c. any recommendation for future courses/employment.

FINAL EVALUATION – DRILL
LEVEL FOUR – PO 401

Cadet's Name: **Date:**

Squadron Parade Position:

Squadron Warrant Officer

Deputy Squadron Commander

Squadron Commander

Evaluator's Comments:

Pass/Fail

Instructions

A. Cadets must be notified **at least a week in advance** that they will be holding a squadron parade position.

B. The evaluation is conducted using the following criteria:

– the overall cadet's deportment on parade
– the quality and exactitude of the cadet's commands
– the drill manoeuvres related to the position held

C. The squadron's reaction to the cadet's commands must not be taken into consideration for the evaluation.

D. The evaluator meets with the cadet after the march past for a debriefing.

Evaluator's Signature: _____

Cadet's Signature: _____

PO 402 DRILL INSTRUCTION
EVALUATION – LEVEL 4

CADET'S NAME: DATE:
PO/EO: DRILL MOVEMENT:

PART 1 – LESSON PREPARATION

Lesson Plan:

- introduction 0 1 2 3 4
- development 0 1 2 3 4
- performance check 0 1 2 3 4
- conclusion 0 1 2 3 4
- copy handed over to the evaluator 0 1 2 3 4

PART 2 – CADET'S PERFORMANCE

A. **Introduction.** Did the cadet:

- use a suitable squad formation? 0 1 2 3 4
- introduce the movement? 0 1 2 3 4

B. **Development.** Did the cadet:

- **D**emonstrate the movement? 0 1 2 3 4
  - complete the movement?
  - calling out the time?
- **E**xplain the movement? 0 1 2 3 4
  - give a detailed explanation?
  - slowly repeat the demonstration?
- have the group **E**xecute the movement? 0 1 2 3 4
  - call out the time?
  - use a regular cadence?
  - help the cadets?
- have the group **R**epeat the movement? 0 1 2 3 4
  - correct errors?
  - motivate the cadets?
  - state the level of achievement?

C. **Confirmation**. Did the cadet:

- answer questions correctly? 0 1 2 3 4
- confirm the objectives of the lesson? 0 1 2 3 4

D. **Conclusion**. Did the cadet:

- remotivate the students? 0 1 2 3 4
- summarize the major points of the lesson? 0 1 2 3 4
- state the next lesson? 0 1 2 3 4

E. **Commands.** Were the cadet's commands issued with satisfactory:

- volume? 0 1 2 3 4
- pronunciation? 0 1 2 3 4
- exactness? 0 1 2 3 4

F. **Appearance and deportment.** Was the cadet's performance satisfactory in terms of:

- attitude (confidence, enthusiasm)? 0 1 2 3 4
- uniform appearance? 0 1 2 3 4
- military bearing? 0 1 2 3 4

G. **Participation.** Did the cadet:

- obtain or encourage group participation? 0 1 2 3 4
- use an instructional aid? 0 1 2 3 4

H. **Time.** Did the performance last:

- between 33 and 35 minutes? ..... 4 points
- between 33 and 34 minutes? ..... 2 points
- between 36 and 37 minutes ..... 2 points

Evaluator's Comments:

Total Part A – Lesson Preparation /20
Part B – Cadet's Performance /80

Total /100

Evaluator's Signature: _____

(0) non-existent (1) did not achieve the standard (2) met the standard with difficulties (3) met the standard required
(4) surpassed the standard

PO 404 CITIZENSHIP
EVALUATION – LEVEL 4

CADET'S NAME:_____ DATE(S)_____

FIRST MEMORANDUM		SECOND MEMORANDUM	
Item	**Points**	**Item**	**Points**
Heading **Memorandum**	/5	Heading **Memorandum**	/5
Date	/5	Date	/5
Name, position of the addressee	/5	Name, position of the addressee	/5
Subject heading	/5	Subject heading	/5
Signature block	/5	Signature block	/5
Paragraph numbering	/5	Paragraph numbering	/5
Message's clarity	/10	Message's clarity	/10
Mentions Annex	/5	Mentions Annex	/5
Distribution list	/5	Distribution list	/5
Total Memorandum 1	/50	**Total Memorandum 2**	/50

NB: A mark of 30/50 is required for both memos in order to obtain a "Pass" for this PO.

Comments _____

Evaluator's Signature: _____

Air Cadet Fitness Programme Test Record Chart

Name of Cadet: **Rank:**

LHQ Training Level: 1 2 3 4 5 **Squadron:**

Age at Time of Testing: **Sex: M F**

Date of Test: **Badge Awarded: Excel - Gold - Silver - Bronze**

Activity	Raw Score	Level of Achievement				
		Excellence	Gold	Silver	Bronze	Partic.
Push-Ups						
Shuttle Run (seconds)						
Partial Curl-Ups						
Standing Long Jump (cm)						
50 m Run (seconds)						
Endurance Run (min-seconds)						

Name of Evaluator: _____

Date: _____

PO 408 LEADERSHIP
EVALUATION – LEVEL 4

NAME OF CADET: _____ DATE:_____

Planned Activity:

Notes to Evaluators:

1. You must evaluate **only** the quality of the plan submitted by the cadet. This evaluation is designed to test the cadet's aptitude as a planner.

2. The type of activity chosen and the squadron's capacity to actually conduct the plan submitted **must not** be used as evaluation criteria.

3. The evaluator must meet with the cadet after the evaluation to discuss the strengths and weaknesses of the plan.

SITUATION. Did the cadet:

–	identify the need (why) for this activity?	0 1 2 3 4

MISSION. Did the cadet:

–	identify the goal(s) for this activity?	0 1 2 3 4
–	identify the limitations that could affect the completion of the mission?	

EXECUTION. Did the cadet:

–	detail each step of the activity?	0 1 2 3 4
–	identify the gathering points?	0 1 2 3 4
–	identify the gathering times (participants and personnel)?	0 1 2 3 4
–	identify a back-up plan?	0 1 2 3 4

ADMINISTRATION AND LOGISTICS. Did the cadet:

–	identify the human resources available and required?	0 1 2 3 4
–	identify the material resources available and required?	0 1 2 3 4
–	detail the budget required?	0 1 2 3 4

COMMAND AND COMMUNICATIONS. Did the cadet:

–	identify who is responsible for each step of the activity?	0 1 2 3 4
–	identify the deadlines (before, during and after the activity)?	0 1 2 3 4
–	identify the second in command?	0 1 2 3 4

EVALUATOR'S COMMENTS:

FINAL MARK:

SITUATION	/04
MISSION	/08
EXECUTION	/16
ADMINISTRATION AND LOGISTICS	/12
COMMAND AND COMMUNICATIONS	/10

TOTAL: /50 × 2 = _____ %

Cadet's Signature: _____

PO 409 INSTRUCTIONAL TECHNIQUES
EVALUATION – LEVEL 4

CADET'S NAME: _____ DATE: _____

PO/EO: _____ LESSON: _____

LESSON TITLE: _____

PART 1 LESSON PREPARATION

A. **Lesson Plan:**

–	introduction	0 1 2 3 4
–	development	0 1 2 3 4
–	performance check	0 1 2 3 4
–	conclusion	0 1 2 3 4
–	copy handed over to the instructor before the lesson	0 1 2 3 4

B. **Visual Aid:**

–	support a teaching point	0 1 2 3 4
–	appeal to the senses	0 1 2 3 4
–	simplicity	0 1 2 3 4
–	originality	0 1 2 3 4
–	handling	0 1 2 3 4

Evaluator's Comments

_____

Total:	Part 1 – Lesson Preparation	/40
	Part 2 – Cadet's Performance	/60
	Total:	/100

Evaluator's Signature: _____

PART 2 CADET'S PERFORMANCE

A.	**Introduction.** Did the cadet:	
	– state the aim of the lesson?	0 1 2 3 4
	– motivate the group?	0 1 2 3 4
	– briefly introduce the main points?	0 1 2 3 4
B.	**Development.** Did the cadet:	
	– show evidence of preparation?	0 1 2 3 4
	– emphasize the main points?	0 1 2 3 4
	– use verbal aids (CREST)?	0 1 2 3 4
	– proceed logically and at a level of cadet comprehension?	0 1 2 3 4
	– provide mental or physical participation?	0 1 2 3 4
C.	**Confirmation.** Did the cadet:	
	– answer questions appropriately?	0 1 2 3 4
	– use an effective questioning technique?	0 1 2 3 4
	– confirm the objectives of the lesson?	0 1 2 3 4
D.	**Development.** Did the cadet:	
	– remotivate the students?	0 1 2 3 4
	– summarize the major points of the lesson?	0 1 2 3 4
E.	**Time.** Did the performance last:	
	– between 34 and 35 minutes .....4 points	0 1 2 3 4
	– between 33 and 34 minutes .....4 points	
	– between 35 and 36 minutes .....4 points	
F.	Did the cadet follow the lesson plan?	0 1 2 3 4

Evaluator's Comments:

(0) non-existent (1) did not achieve the standard (2) achieved the standard with difficulties (3) met the standard required (4) surpassed the standard

PO 413 METEOROLOGY
EVALUATION – LEVEL 4

Testing Aids: Pictures or diagrams

1. Identify the three main gases that can be found in the atmosphere.
   Answer: Nitrogen, oxygen and carbon dioxide

2. Which one of the following **is not** a principal property of the atmosphere?

   a) mobility
   b) capacity for expansion
   c) capacity for compression
   * d) speed

3. Identify the divisions of the atmosphere, from its lowest level to its highest.
   Answer: Troposphere, stratosphere, mesosphere and thermosphere

4. Which one of the following **is not** part of the four families of clouds:

   a) high clouds
   b) middle clouds
   c) low clouds
   * d) clouds of horizontal development
   e) clouds of vertical development

5. What is the process called by which water vapour changes into water droplets?
   Answer: Condensation

6. Identify three types of fog.

   a) radiation fog
   b) advection fog
   c) upslope fog
   d) steam fog
   e) precipitation-included fog
   f) ice fog

7. When composed of water drops only, fogs are white in colour. Explain what causes **pea soup** fog to be dark.
   Answer: Smoke, dust and pollution over large cities are composed of carbon and dust particles.

8. What causes fog to dissipate by sunlight?
   Answer: Heating of the ground, or heating from below, causes the evaporation of water drops contained in fog, therefore causing fog to disappear.

PO 419 AIRCREW SURVIVAL
EVALUATION – LEVEL 4

CADET'S NAME: _____ DATE(S) _____

Task(s) to be performed by the cadet:

1. _____

2. _____

3. _____

Supervisor's Comments:	Pass/Fail

Instructions:

a. The cadet will be evaluated using the following criteria:

- effectiveness in accomplishing the task(s);
- adaptation capability; and
- participation (dynamism and enthusiasm).

b. The supervisor will meet the cadet after the exercise for a debriefing.

Supervisor's Signature: _____ Cadet's Signature: _____

PO 420 TRAINING SUPPORT
EVALUATION REPORT – LEVEL 4

CADET'S NAME: Date:

Assigned Task:

Time Spend: (Actual Task)	Total Time: (Addition)
Supervisor's Comments:	Pass/Fail
Signature:	

Instructions:

a. One task per evaluation report.

b. The evaluation will be done using the following criteria:

- completion of the task;
- use of a plan (if required);
- delegation/supervision (if required);
- respect of instructions;
- adaptation capability, initiative; and
- dynamism and enthusiasm.

c. The cadet must report to the supervisor after completing each task.

d. The supervisor must sign the cadet's evaluation report and provide feedback after the cadet has completed each task.

National Defence / Défense nationale

SQUADRON

ROYAL CANADIAN AIR CADETS – CADET INFORMATION SHEET

HEALTH NUMBER	SURNAME	FIRST NAME M ☐ F ☐	RELIGION
ADDRESS	CITY		TEL. NO.
DOB	REGISTRATION DATE (TOS)	CLEARANCE DATE (SOS)	PARENT/GARDIAN

CF – 1158	BIRTH C.	CF – 910	UNIFORM	CHECK INITIALS	CO	TRAINING	SUPPLY	ADMIN

PREREQUISITES / RANK	MANDATORY (minimum) PROFICIENCY LEVEL	MANDATORY (minimum) SUMMER TRAINING	ADDITIONAL (Squadron)	DATE
Corporal	1	–		
Sergeant	2	Familiarization		
Flight Sergeant	3	Introductory Specialty		
WO 2	4	Advanced Specialty		
WO 1	5	Advanced Specialty		

REASON FOR LEAVING

COMMANDING OFFICER

YEAR	ATTENDANCE %	AIR CADETS FITNESS PROGRAM	OPTIONAL COURSES	SUMMER TRAINING	AWARDS	ANNUAL INSPECTION
						Pr–Ex–Ab
						Pr–Ex–Ab
						Pr–Ex–Ab
						Pr–Ex–Ab
						Pr–Ex–Ab
						Pr–Ex–Ab
						Pr–Ex–Ab

DND 1964 (2 94) 7530-21-910-7790

FORMULE EN FRANÇAIS DND 1984

Design: DCA (2-2-2)

ROYAL CANADIAN AIR CADET – ACADEMIC RECORD

CADET'S NAME	MANDATORY TRAINING	SQUADRON

19_____ to _____ LEVEL 1

Level 1 attained: Yes ☐ No ☐ Final Mark: A B C F

401 Drill	_____%	410 Effective Speaking	P – F
		411 Aircraft Identification	P – F
403 General Cadet Knowledge	_____%	412 Aeronautical Facilities	P – F
404 Citizenship	P – F	415 Airframe Structure	P – F
405 Physical Fitness	P – F	419 Aircrew Survival	P – F
406 Sensible Living	P – F	421 Shooting/Range	P – F

Comments

Cadet _____ Level Officer _____

19_____ to _____ LEVEL 2

Level 2 attained: Yes ☐ No ☐ Final Mark: A B C F

401 Drill	_____%	408 Leadership	P – F
		410 Effective Speaking	P – F
403 General Cadet Knowledge	_____%	414 Principles of Flight	P – F
404 Citizenship	P – F	416 Propulsion	P – F
405 Physical Fitness	P – F	418 Radio Communication	P – F
406 Sensible Living	P – F	419 Aircrew Survival	P – F

Comments

Cadet _____ Level Officer _____

19_____ to _____ LEVEL 3

Level 3 attained: Yes ☐ No ☐ Final Mark: A B C F

401 Drill		408 Leadership	P – F
	_____%	409 Instructional	
402 Drill Instruction	P – F	Techniques	_____%
403 General Cadet Knowledge	P – F	416 Propulsion	P – F
404 Citizenship	P – F	417 Navigation	P – F
405 Physical Fitness	P – F	418 Radio Communication	P – F
406 Sensible Living	P – F	419 Aircrew Survival	P – F

Comments

Cadet _____ Level Officer _____

19_____ to _____ LEVEL 4

Level 4 attained: Yes ☐ No ☐ Final Mark: A B C F

401 Drill	P – F		
402 Drill Instruction	P – F	409 Instructional	
404 Citizenship	P – F	Techniques	_____%
405 Physical Fitness	P – F	413 Meteorology	P – F
406 Sensible Living	P – F	417 Navigation	P – F
		419 Aircrew Survival	P – F
408 Leadership	_____%	420 Training Duties	P – F

Cadet _____ Level Officer _____

Comments/Recommendations

Training Officer _____

CHAPTER 4

LEVEL FOUR

PERFORMANCE OBJECTIVE
TRAINING SUMMARY

A-CR-CCP-269/PH-001
PO 401 – DRILL
PERFORMANCE – COMMAND A SQUADRON TO EXECUTE A SQUADRON DRILL.

EO	PERFORMANCE STATEMENT	NO. OF PER
01	Identify a squadron's formations and parade positions.	1
02	Identify the components of a review parade ground.	1
03	Follow the correct procedures for the formation and dressing of a squadron in line.	1
04	Identify the correct sequence of a squadron ceremonial review.	1
05	Command a squadron to execute a march past in column of route.	2
06	Identify the correct procedures for inspecting a squadron.	1
	Total:	7

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
DRILL: 401.01	5. **TIME** – One 35-minute period.
1. **PERFORMANCE** – Identify a squadron's formations and parade positions. 2. **CONDITIONS:** a. Given: b. Denied: assistance. 3. **STANDARD:** The cadet shall identify, from memory, the different formations of a squadron, including: a. squadron in line; b. squadron in column of route; c. squadron in column of threes; and d. squadron in column of flights. 4. **TEACHING POINTS:** a. **Squadron in Line:** When a squadron is formed in line: (1) the flights are formed on the same alignment with a seven-pace interval between flights; (2) each flight is formed as in flight drill; and (3) the squadron commander is in the centre of the squadron six paces in front of the front rank; (continued next page)	6. **METHOD/APPROACH:** Lecture. 7. **SUBSTANTIATION** – Level 4 cadets are required to participate in squadron drill; therefore, they should be aware of the more commonly used formations. 8. **REFERENCES:** a. A-PD-201-000/PT-000, Canadian Forces Manual of Drill and Ceremonial; and b. Level Four Handbook. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** Each cadet is checked independently and is required to identify every squadron formation and all squadron parade positions. 12. **REMARKS:** a. The instructor should explain that the parade positions represented by a circle are usually held by officers in the Canadian Armed Forces. Positions represented by a square are NCO's positions. Air cadets have adopted the same symbols even though officers positions are held by senior air cadets on parade. (continued next page)

DRILL: 401.01	**TRAINING DETAILS**
4.a. (continued) (4) the deputy commander is three paces in front of the second single file from the right flank of the squadron; (5) the MWO (right marker) is one pace to the right of the number one flight marker, in line with the front rank; and (6) the WO (left marker) is one pace to the left of the left flank of the squadron, in line with the front rank; b. **Squadron in Column of Route**: When a squadron is formed in column of route: (1) the flights are formed in threes, one behind the other, with a seven-pace interval between flights; (2) each flight is formed as in flight drill; (3) the squadron commander is four paces in front of the centre single file of the leading flight. (4) the deputy commander is four paces in rear of the centre single file of the rear flight; (5) the master warrant officer (MWO) (right marker) is one pace in front of the directing flank of the leading flight; and (6) the warrant officer (WO) (left marker) is one pace in rear of the directing flank of the last flight; c. **Squadron in Column of Threes:** A squadron formed in column of threes is in the same formation as a squadron in line but turned to a flank; d. **Squadron in Column of Flights:** When a squadron is formed in column of flights, each flight is in line, one behind the other. The leading flight is the strongest if the flights are of unequal strength. The frontage of the leading flight, plus seven paces, is the distance between flights, the minimum distance being 12 paces. In addition: (1) each flight is formed as for a flight in line; (2) the squadron commander is six paces in front and centre of the front rank of the leading flight; (3) the deputy commander is six paces in rear and centre of the rear flight; (continued next page)	12.a. (continued) the Canadian Armed Forces. Positions represented by a square are NCO's positions. Air cadets have adopted the same symbols even though officers positions are held by senior air cadets on parade.

CHAPTER 4: LESSON SPECIFICATIONS COURSE TITLE: LEVEL FOUR	CTS NUMBER: A-CR-CCP-269/PC-001
DRILL: 401.01	**TRAINING DETAILS**
4.d. (continued) (4) the MWO is one pace to the right and in line with the front rank of the leading flight; and (5) the WO is one pace to the right and in line with the front rank of the rear flight; e. Symbols for: (1) squadron commander; (2) squadron deputy commander; (3) squadron warrant officer; and (4) warrant officer; and f. The aim of squadron drill is to teach flights within a squadron to drill together as a unit.	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
DRILL: 401.02	5. **TIME:** One 35-minute period.
1. **PERFORMANCE:** Identify the components of a review parade ground. 2. **CONDITIONS:** a. Given: b. Denied: 3. **STANDARD:** The cadet shall identify the components of a review parade ground, including: a. flags or marker; b. dias; c. inspection line; d. advance line; e. march past line; and f. the saluting base.	6. **METHOD/APPROACH:** Lecture. 7. **SUBSTANTIATION:**. 8. **REFERENCES:** a. A-PD-201-000/PT-000 Canadian Forces Manual of Drill and Ceremonial; and b. Proficiency Level 4 Handbook. 9. **TRAINING AIDS:** Flags. 10. **LEARNING AIDS:** Flags. 11. **TEST DETAILS:** Each cadet is checked independently and will have to identify the markings on the parade ground layout. 12. **REMARKS:**
(continued next page)	(continued next page)

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

DRILL: 401.02 (cont)

TRAINING DETAILS

4. **TEACHING POINTS:**

a. The review parade ground shall be marked by flags or markers.

b. The inspection line is the line on which the front rank of the squadron is formed for inspection. The march past line is the line along which the right flank of the squadron marches during the march past. The advance line is the line at which the front rank of a unit halts on completion of the advance.

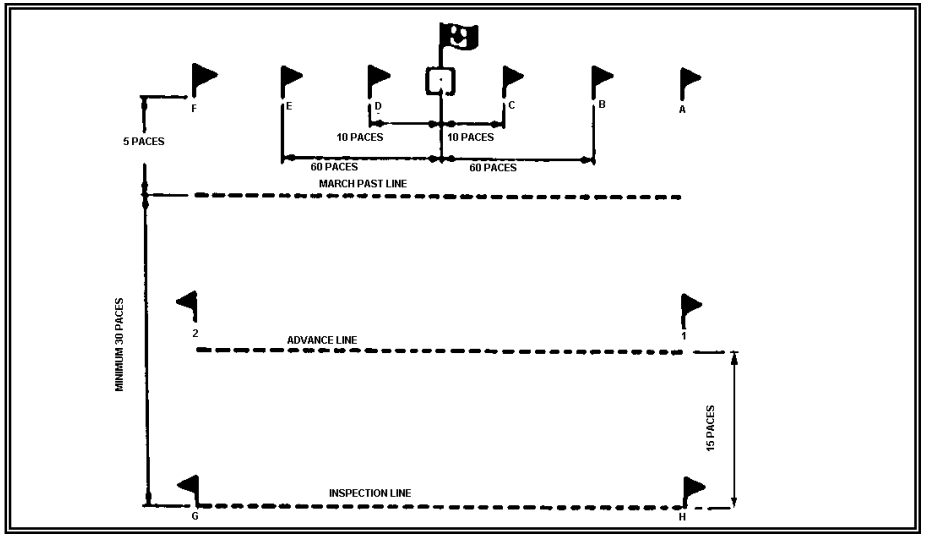
c. The length of the inspection line (G-H), depends on the frontage of the cadets being inspected. Its distance from the march past line includes the greatest frontage occupied by the band or massed bands while playing the units past. Minimum distance from the march past line shall be 30 paces.

d. The length of the saluting base (B-E) shall be not less than 120 paces nor greater than 260 paces, the distance being dependent on local conditions. The march past begins at Point B and ends at Point E. The reviewing officer shall be located at the centre of the saluting base: 10 paces on each side of him, along the saluting base, are Points C and D, at which the salute beings and finishes respectively. If a march past is to take place without opening and closing order, ie, it shall be in quick time only. Points B and E can be dispensed with: Points A and F should, however, remain at their original locations.

e. As a general rule, the march past line shall be the same length as the inspection line and be situated five paces in front of the saluting base.

(continued next page)

12. (continued)



DRILL: 401.02 (cont)	**TRAINING DETAILS**
4. (continued) f. The advance line shall also be the same length as the inspection line and be situated 15 paces forward of the inspection line. g. All points shall be marked by flags, pennants or markers. Flags may be set up to mark the spot on which the cadets are to form (Points 1 and 2) and the Inspection Line (Points G and H), or these locations may be marked by other means, eg. chalk or whitewash, tape.	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS

DRILL: 401.03

1. **PERFORMANCE:** Follow correct procedures for:

   a. the formation of a squadron in line; and

   b. dressing a squadron in line.

2. **CONDITIONS:**

   a. Given: a squadron; and

   b. Denied: assistance.

3. **STANDARD** – The cadet shall follow correct drill procedures for the formation and the dressing of a squadron in line, including:

Command	By	Action	Remarks
		The SWO marches to and halts in a position three paces in front of the position to be occupied by the No. 1 flight.	The flights are formed at the edge of the parade ground, standing easy.
MARKERS	SWO	The flight markers come to attention, observe standard pause and march onto the parade ground. The marker of No. 1 flight halts three paces in front of and facing the SWO.	Flights formed on the edge of the parade ground adopt the stand at ease position.

(continued next page)

TRAINING DETAILS

5. **TIME:** One 35-minute period.

6. **METHOD/APPROACH:**

   a. demonstrate/explain/execute/repeat; and

   b. provide individual correction.

7. **SUBSTANTIATION:**.

8. **REFERENCES:**

   a. A-PD-201-000/PT-000 Canadian Forces Manual of Drill and Ceremonial; and

   b. Level Four Handbook.

9. **TRAINING AIDS:**

10. **LEARNING AIDS:**

11. **TEST DETAILS:** Each cadet is checked independently and is required to participate in the formation and the dressing of a squadron in line as MWO.

12. **REMARKS:**

DRILL: 401.03

TRAINING DETAILS

3. (continued)

Command	By	Action	Remarks
		The remainder halt on the left of the No. 1 flight marker and dress to the right at shoulder dressing. Upon completion of dressing, they successively look to the front in succession from the right.	
MARKERS-NUMBER	SWO	Markers number in succession from the right, eg. ONE, TWO, etc.	
NO.1 RIGHT, REMAINDER LEFT-TURN	SWO	No. 1 flight marker turns right; the remainder turn left.	The SWO specifies the number of paces to be taken by Nos. 2 and 3 flights markers after completion of the left turn.
NO. 1 STANDS FAST, REMAINDER QUICK-MARCHES	SWO	No. 1 flight marker stands fast, the remainder march off the required distance and halt.	
NO. 1 STANDS FAST, REMAINDER ABOUT TURNS	SWO	No. 1 flight marker stands fast, the remainder about turn and cover off the No. 1 flight marker.	The SWO, by wheeling, marches out 5 paces in front of No. 1 marker and ensures the markers are covered off.

(continued next page)

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

DRILL: 401.03 **TRAINING DETAILS**

3. (continued)

Command	By	Action	Remarks
MARKERS-STEADY MARKERS LEFT TURN	SWO	The markers stand fast.	The SWO turns right, marches to and halts in a position six paces in front and centre of the front and turns left, facing the squadron.
SQUADRON FALLS IN	SWO	The flights sergeants come to attention, about turn, facing their respective flights together.	
NO. 1 FLIGHT ATTENTION	NO. 1 FSgt	The flight comes to the attention position.	Nos. 2 and 3 flight sergeants order their flights to attention in succession, following No. 1 flight.
NO. 1 FLIGHT (RIGHT-TURN) QUICK-MARCH	NO. 1 FSgt	The flight turns right and/or steps off, marching towards its marker.	As above.
NO. 1 FLIGHT HALT	NO. 1 FSgt	The flight halts on its marker	As above.
SQUADRON OPEN ORDER-MARCH	SWO	The squadron opens its ranks by each flight's front and rear ranks taking three 15-inch paces forward and back respectively.	If in two ranks, the rear rank of each flight takes three 15-inch paces back.

(continued next page)

DRILL: 401.03 **TRAINING DETAILS**

3. (continued)

Command	By	Action	Remarks
SQUADRON RIGHT DRESS	SWO	The flights act as detailed in the A-PD-201.	SWO and flight sergeants act as detailed in the A-PD-201.
SQUADRON EYES-FRONT	SWO	The squadron action as detailed in art. 220.	SWO acts as detailed in art. 805-5. Flight sergeants return to the front of their flight.
REPORT YOUR FLIGHTS	SWO	Flight sergeants report their flights.	Flight sergeants, when indicating their flight, use the **tell off by flight** procedure as detailed in art. 803-2. The deputy squadron commander and the flight commanders fall in accordance with art. 808-2, with deputy squadron commander falling in two paces behind the SWO.
		The SWO turns about, salutes and reports the squadron to the deputy commander. The deputy commander orders the SWO to fall in. The SWO salutes, turns right and marches into position on parade. The deputy commander steps forward two	All salutes are acknowledged by returning the salute. The SWO falls in one pace to the right of No. 1 flight marker. Before any further commands are given, the deputy commander waits until the SWO

(continued next page)

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

DRILL: 401.03 **TRAINING DETAILS**

3. (continued)

Command	By	Action	Remarks
		paces, adopting the position formerly occupied by the SWO.	has adopted the new position.
FLIGHT COMMANDERS FALL IN	D/ Comd		
SQUADRON ATTENTION	D/ Comd	The deputy commander turns about, salutes and then reports to the squadron commander to fall in. The deputy commander salutes, turns right and, by a succession of wheels, marches into position on parade. The squadron commander steps forward 2 paces, adopting the position formerly occupied by the deputy commander.	The squadron commander waits till the deputy commander has adopted the new position before issuing any further orders.
SQUADRON STAND-AT-EASE	Sqn Comd	The squadron adopts the stand-at-ease position.	The squadron commander may carry on by having the squadron perform company drill movements, by inspecting the flights, by having the flight commanders inspect their own flights or by carrying on with flight or squadron training.

(continued next page)

DRILL: 401.03	**TRAINING DETAILS**
4. **TEACHING POINTS:** When a squadron is formed in line: a. the flights are formed on the same alignment with a seven-pace interval between flights; b. each flight is formed as in flight drill; c. the squadron commander is in the centre of the squadron, six paces in front of the front rank; d. the deputy commander is three paces in front of the second single file from the right flank of the squadron; e. the SWO (right guide) is one space to the right of the No. 1 flight marker, in line with the front rank; and f. the WO (left guide) is one pace to the left of the left flank of the squadron, in line with the front rank.	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
DRILL: 401.04	5. **TIME:** One 35-minute period.
1. **PERFORMANCE:** Identify the correct sequence of squadron ceremonial review. 2. **CONDITIONS:** a. Given: b. Denied: 3. **STANDARD:** The cadet shall correctly identify, from memory, the correct sequence of squadron ceremonial review including: a. the reception of the reviewing officer; b. the inspection of the reviewing officer; c. the march past; d. the presentation of awards; e. the address and reply; f. the advance; and g. the departure of the reviewing officer. 4. **TEACHING POINTS:** a. **The Reception:** (1) At the time ordered for a parade, the squadron should normally be formed at the open door in line on the inspection line. (continued next page)	6. **METHOD/APPROACH:** Lecture. 7. **SUBSTANTIATION:** 8. **REFERENCES:** a. A-PD-201-000/PT-000 Canadian Forces Manual of Drill and Ceremonial; and b. Proficiency Level 4 Handbook; and c. Directorate of Ceremonial. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** Each cadet is checked independently and has to identify the correct sequence of squadron review. 12. **REMARKS:** This sequence may be used for the weekly review of the squadron.

DRILL: 401.04	**TRAINING DETAILS**
4.a. (continued) (2) When the reviewing officer has taken up position on the dias, the parade commander orders the General Salute. Upon termination of the salute, the parade commander reports to the reviewing officer that the squadron is ready for inspection. b. **The Inspection** (1) The positions of the inspecting party are the: (i) reviewing officer, nearest the rank being inspected; (ii) flight commander, on the right of the reviewing officer; and (iii) parade commander, in rear of the reviewing officer. (2) Unless specifically requested, the reviewing officer shall not be preceded by anyone. (3) As the reviewing officer approaches the flight from the right flank, the flight commander marches to a position six paces in front of the flight's right marker, salutes the reviewing officer as he approaches, and accompanies the inspecting party during the inspection of the flight. One completion of the inspection, the flight commander salutes and returns to position on parade. (4) When the squadron is being inspected, the parade commander may, subject to the reviewing officer's approval, order No. 1 flight stand fast, remainder stand at ease. The flight commanders thereafter call their flights to attention as the reviewing officer approaches, and each flight commander stands the flight at ease on completion of the inspection. (5) On completion of the inspection and after the parade commander has accompanied the reviewing officer to the dias, the parade commander orders the squadron to attention and requests permission to carry on with the march past. (continued next page)	

CHAPTER 4: LESSON SPECIFICATIONS COURSE TITLE: LEVEL FOUR	CTS NUMBER: A-CR-CCP-269/PC-001
DRILL: 401.04	**TRAINING DETAILS**
4. (continued) c. **March Past**. Procedures and actions required to march past in column of route are outlined at EO 401.05. d. **Presentations**. If a presentation ceremony is incorporated in the ceremonial review, the recipients are ordered to fall out in accordance with art. 225 of the A-PD-801-000/PT-000, and fall IAW art. 226. e. **The Address and Reply**. Following the presentation, the reviewing officer may address the squadron and the squadron commanding officer may reply. f. **The Advance**. On the command ADVANCE IN REVIEW ORDER, BY THE CENTRE, QUICK MARCH by the parade commander, the squadron advances 13 paces and halts, completing the forward movement on the fifteenth pace, bending the right knee and assuming the position of attention. The parade commander orders the General Salute. g. **The Departure**. On completion of the General Salute, the reviewing officer departs. If the parade commander departs with the reviewing officer, the parade commander does so only after turning the command of the squadron over to the deputy commander.	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS

DRILL: 401.05

1. **PERFORMANCE:** Command a squadron to execute a march past in column of route.

2. **CONDITIONS:**

a. Given: – a squadron in line;

– a march past in column or route; and

b. Denied: assistance.

3. **STANDARD:** The cadet shall follow the correct drill procedures to execute a march past in column of route including the following:

Command	By	Action	Remarks
		Upon receiving permission to carry on, the Sqn Comd salutes, turns about, and returns to the command position.	
MOVE TO THE RIGHT IN COLUMN OF ROUTE, RIGHT-TURN			

(continued next page)

TRAINING DETAILS

5. **TIME:** Two 35-minute period.

6. **METHOD/APPROACH:**
   a. demonstrate/explain/execute/repeat; and
   b. direct cadet performance.

7. **SUBSTANTIATION:**

8. **REFERENCES:**

   a. A-PD-201-000/PT-000 Canadian Forces Manual of Drill and Ceremonial; and
   b. Proficiency Level Four Handbook.

9. **TRAINING AIDS:**

10. **LEARNING AIDS:**

11. **TEST DETAILS:** Each cadet is checked independently and has to participate in two march pasts in column of route in a staff position.

12. **REMARKS:**

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

DRILL: 401.05

TRAINING DETAILS

3. (continued)

Command	By	Action	Remarks
SQUADRON BY THE LEFT, QUICK-MARCH	Sqn Comd	The squadron steps off in quick time.	
	Sqn Comd	The Sqn Comd, upon reaching Point H, wheels left and the squadron follows.	
BY THE RIGHT	Sqn Comd	The Sqn Comd, upon reaching Point A, wheels left, leading the squadron onto the march past line. The command is given as the wheel is completed by Sqn Comd.	The SWO (right guide), upon reaching Point A, moves to the right flank, leading the rear rank of the respective flight onto the march past line.
IN SUCCESSION OF FLIGHT EYES-RIGHT	Sqn Comd	The Sqn Comd salutes.	The Sqn Comd ensures the command is given as F1 Comd reaches Point B.
NO. 1 FLIGHT EYES-RIGHT	No. 1 F1 Comd	Sqn Comd, No. 1 F1 Comd salute; the platoon turns head and eyes to the right	SWO maintains head and eyes to the front, guiding No. 1 flight on march past line. F1 Comd ensures command given as Sqn Comd reaches Point C. Each succeeding F1 Comd gives the same

(continued next page)

ENABLING OBJECTIVE AND TEACHING POINTS				TRAINING DETAILS
DRILL: 401.05				
Command	**By**	**Action**	**Remarks**	
			command to their flight as they reach Point C, with the SWO and leading F1 Comds of each flight acting as above. The leading right-hand men of Nos. 2, 3, 5 and 6, etc. Flights maintain their head and eyes on to the front, guiding their flight along the march past.	
IN SUCCESSION OF FLIGHT EYES-FRONT	Sqn Comd	Sqn Comd ceases salute.	Given as Sqn Comd has reached Point D.	
NO. 1 FLIGHT EYES-FRONT	No. 1 F1 Comd	F1 Comd ceases salute, flight turns heads and eyes to the front.	Given as whole of flight has passed Point D.	
BY THE LEFT	Sqn Comd	Sqn Comd wheels left at Point F. Squadron follows.	Given as wheel completed by Sqn Comd. Upon reaching Point G, Sqn Comd wheels left leading squadron onto the inspection line.	
SQUADRON MARK-TIME	Sqn Comd	Squadron marks time, remainder continues	If units are of highly skilled at maintaining	

(continued next page)

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

DRILL: 401.05

TRAINING DETAILS

3. (continued)

Command	By	Action	Remarks
		forward until arrival at original position and then marks time.	their proper distance, the command HALT may be given.
SQUADRON – HALT	Sqn Comd	Squadron halts.	
SQUADRON ADVANCE, LEFT-TURN	Sqn Comd	Squadron acts as ordered.	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
DRILL: 401.06	5. **TIME:** One 35-minute period.
1. **PERFORMANCE:** Identify correct procedure for inspecting a squadron. 2. **CONDITIONS:** a. Given: a squadron; and b. Denied: assistance. 3. **STANDARD:** The cadet shall identify the correct procedures for the inspection of a squadron. 4. **TEACHING POINTS:** a. When wishing to inspect the squadron, the squadron commander orders NUMBER ONE FLIGHT STAND FAST, REMAINDER, STAND AT EASE. The squadron commander then inspects the squadron, commencing with the flight ordered to stand fast. During the inspection, the squadron commander is normally accompanied by the deputy commander, the SWO, and the flight commander. b. As the squadron commander approaches the flight that has been ordered to stand fast, the flight commander turns right and moves to a position three paces in front of the flight marker, and reports the flight. The remaining flight commanders observe the squadron commander. As the squadron commander commences inspecting the rear rank of the preceding platoon, they turn about to face their flight, order their flight to the attention position, turn left, and move to a position three paces in front of their respective markers, where they report their flight. (continued next page)	6. **METHOD/APPROACH:** a. demonstrate/explain/execute/repeat; and b. provide individual correction. 7. **SUBSTANTIATION:** 8. **REFERENCES:** a. A-PD-201-000/PT-000 Canadian Forces Manual of Drill and Ceremonial; and b. Level Four Handbook. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** Each cadet is checked independently and is required to identify the correct procedures for the inspection of a squadron. 12. **REMARKS:** This squadron commanding officer may decide to modify the composition of the inspecting party to include visitors or special guests.

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

DRILL: 401.06	**TRAINING DETAILS**
4. (continued) c. When wishing not to inspect the squadron, the squadron commander orders the flight commanders to carry on with the inspection. Flight commanders inspect their flights accompanied by the flight sergeant. d. When the inspection of a flight is completed, the flight commander returns to the centre front of the flight and closes order march and stand-at-ease, then turns to fact front, stands at ease, and awaits further orders from the squadron commander. e. When the inspection of the squadron is completed, the squadron commander orders SQUADRON ATTEN-TION, and then: (1) turns the squadron over to the deputy commander; or (2) falls out the flight commanders and turns the squadron over to the SWO; or (3) falls out the deputy commander and the SWO and orders the flight commanders in drill movements.	

CHAPTER 4

LEVEL FOUR

PERFORMANCE OBJECTIVE
TRAINING SUMMARY

A-CR-CCP-269/PH-001 **PO 402 – DRILL INSTRUCTION** **PERFORMANCE – INSTRUCT A DRILL LESSON.**

EO	PERFORMANCE STATEMENT	NO. OF PER
01	Deliver a 35-minutes drill lesson. Total: * Time allocated during Levels 1 and 2 mandatory training.	*

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
DRILL INSTRUCTION: 402.01	5. **TIME:** Time allocated during Levels 1 and 2 mandatory training.
1. **PERFORMANCE:** Deliver a 35-minutes drill lesson. 2. **CONDITIONS:** a. Given: – training aids as required; – references; and – class of Level 1 or Level 2 cadets; and b. Denied: assistance. 3. **STANDARD:** The cadet shall deliver a 35-minute drill lesson to a class of Level 1 or Level 2 cadets by: a. showing a high standard of appearance and bearing; b. carefully planning each demonstration; c. checking and correcting faults immediately; d. using a vocabulary of short and concise words; e. assisting the cadets without striking or pushing them; f. giving short rest periods; g. using an appropriate squad formation; and h. using a mechanical aid if required.	6. **METHOD/APPROACH:** Cadets' drill mutuals. 7. **SUBSTANTIATION:** Each cadet is required to deliver a drill mutual in accordance with instructional techniques as described in the A-CR-CCP-268/PH-001, Chapter 4, PO 402. 8. **REFERENCES:** a. A-PD-201-000/PT-000 Canadian Forces Manual of Drill and Ceremonial; and b. Proficiency Level Three Handbook. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** Each cadet is checked independently and is required to deliver a 35-minute drill lesson. 12. **REMARKS:** a. The emphasis must be put on the cadet's preparation as they will teach Levels 1 and 2 cadets. b. Movements to be taught by Level 4 cadets can be found in Levels 1 and 2 CTPs. c. Each cadet must be given a short assessment after the mutual.

CHAPTER 4

LEVEL FOUR

PERFORMANCE OBJECTIVE
TRAINING SUMMARY

A-CR-CCP-269/PH-001
PO 404 – CITIZENSHIP
PERFORMANCE – ASSIST IN ORGANIZING AND DIRECTING SQUADRON INVOLVEMENT IN TWO COMMUNITY ACTIVITIES.

EO	PERFORMANCE STATEMENT	NO. OF PER
01	Write two memoranda.	3
02	Identify the duties of a chairperson.	2
	Total:	5

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
CITIZENSHIP: 404.01	5. **TIME:** Three 35-minute periods.
1. **PERFORMANCE:** Write two memoranda. 2. **CONDITIONS:** a. Given: b. Denied: assistance. 3. **STANDARD:** The cadet shall write two memoranda, including the following: a. heading MEMORANDUM; b. date; c. name, position of the addressee; d. subject heading; e. reference; f. message; g. signature block; h. enclosure/annex; and j. distribution list.	6. **METHOD/APPROACH:** a. lecture; b. demonstration; and c. performance. 7. **SUBSTANTIATION:** Level 4 cadets will be required to organize activities and communicate with other members of the squadron, preparations which will require the use of memoranda. 8. **REFERENCES:** Proficiency Level Four Handbook. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** Each cadet will be required to write two memoranda. 12. **REMARKS:** Training officers should insist on having the cadets use written memos whenever they need to communicate in an **OFFICIAL** way.

(continued next page)

CITIZENSHIP: 404.01	**TRAINING DETAILS**
4. **TEACHING POINTS:** a. the importance of putting everything on paper for records with signature, dates, etc; b. the main uses of memoranda: (1) requests for equipment/services; (2) records of decisions confirmations; (3) reservations/meeting arrangements; and (4) propositions for changes/amendments; c. the difference between a memorandum and a letter; and d. the necessity for cadets to receive permission from the Trg O or the CO before contacting someone outside the squadron.	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
CITIZENSHIP: 404.02	5. **TIME:** Two 35-minute periods.
1. **PERFORMANCE:** Identify the duties of a chairperson. 2. **CONDITIONS:** a. Given: – an agenda; – a quorum; and – a classroom; and b. Denied: assistance. 3. **STANDARD:** The cadet shall identify the duties of a chairman, including: a. preparation of a meeting: (1) agenda; and (2) notice; b. presence of a quorum; c. opening a meeting: (1) opening on time; and (2) types of opening; d. order of business; e. recording the minutes; f. resolutions; (continued next page)	6. **METHOD/APPROACH:** a. Lecture; and b. performance. 7. **SUBSTANTIATION:** Communication is required in all organizations to improve co-operation. Meetings help to improve communication, and they provide the opportunity to freely exchange ideas. 8. **REFERENCES:** Proficiency Level Four Handbook. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** Each cadet is checked independently and has to answer questions on the subject matter. 12. **REMARKS:** Squadrons should provide their cadets with enough opportunities to be part of an active committee during the training year (social activities, recruiting, fund-raising, etc.).

CITIZENSHIP: 404.02	**TRAINING DETAILS**
3. (continued) g. voting procedures; (1) standing vote; (2) recorded vote; and (3) secret ballot; h. reports; and j. closing the meeting. 4. **TEACHING POINTS:** a. It is the chairperson's duty to see that all needed preparations are made. b. **The notice of meeting** should state the place, date and time, and the major items to be discussed. c. An **agenda** is a list of the topics to be dealt with at a meeting and is normally issued prior to a meeting to assist those who will attend. d. In the conduct of meetings, a **quorum** is the number of members who must be assembled for the transaction of business. If not defined, a quorum is always a majority of recorded members. e. The **duties of a chairperson** are as follows: (1) calling the meeting to order on time; (2) announcing the order or business as detailed in the agenda; and (3) directing the business and conducting the meeting; (continued next page)	

CHAPTER 4: LESSON SPECIFICATIONS COURSE TITLE: LEVEL FOUR	CTS NUMBER: A-CR-CCP-269/PC-001
CITIZENSHIP: 404.02	**TRAINING DETAILS**
4.e. (continued) (4) introducing speakers; (5) limiting the time of speakers; (6) stating, putting to vote, all proper motions that are seconded, and announcing the result of the vote; (7) limiting debate to the question under discussion; (8) maintaining order; (9) recognizing and securing a hearing for those entitled to speak; (10) deciding on points of order promptly and fairly; (11) being fair and impartial; (12) refraining from lecturing, being domineering and offering personal opinion; (13) arranging programmes; (14) appointing committees; (15) closing the meeting on time; and (16) signing the minutes; and f. The **minutes** of a meeting are essentially a record of the things and decisions reached, the preparation of minutes is the responsibility of the secretary.	

PERFORMANCE OBJECTIVE
TRAINING SUMMARY

A-CR-CCP-269/PH-001
PO 405 – PHYSICAL FITNESS
PERFORMANCE – ASSIST SQUADRON STAFF IN THE CONDUCT OF EITHER TEAM SPORTS OR THE AIR CADET FITNESS PROGRAMME.

EO	PERFORMANCE STATEMENT	NO. OF PER
01	Participate in a discussion on the sports programme for Level Four.	1
02	List the rules of a team sport.	1
03	Assist the squadron staff in the conduct of either team sports events or the Air Cadet Fitness Programme.	2
	TOTAL:	4
	B. Mandatory Support Training: CTS: A-CR-CCP-265/PC-001 a. ACFP in accordance; and b. a minimum of one team sports activity in the training year.	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
PHYSICAL FITNESS: 405.01	5. **TIME:** One 35-minute period.
1. **PERFORMANCE:** Participate in a discussion on the sports programme for Level 4. 2. **CONDITIONS:** a. Given: b. Denied: 3. **STANDARD:** The cadet shall participate in a discussion on the sports programme for Level 4 by discussing: a. the importance of fitness; b. the importance of stretching and how to lead a stretch-out exercise; c. standards for the Air Cadet Fitness Programme; d. the organization of team sports; and e. officiating. 4. **TEACHING POINTS:** a. Stretching techniques: (1) neck; (2) arms; (3) torso; and (4) legs; (continued next page)	6. **METHOD/APPROACH:** a. cadet participation; and b. discussion. 7. **SUBSTANTIATION:** 8. **REFERENCES:** Level Four Handbook. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** 12. **REMARKS:**

PHYSICAL FITNESS: 405.01	**TRAINING DETAILS**
4. (continued) a. the importance of replenishing water before and during participation in sports events; b. cool down; c. what ACFP is and how Level 4 cadets will be involved in its administration; programme and individual card; and d. how Level 4 cadets will be involved in the administration of team sports for Levels 1, 2 and 3 cadets.	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
PHYSICAL FITNESS: 405.02	5. **TIME:** One 35-minute period.
1. **PERFORMANCE:** List the rules of a team sport. 2. **CONDITIONS:** a. Given: b. Denied: assistance. 3. **STANDARD:** The cadet shall list the rules of a team sport, including: a. duration of the game; b. number of players involved; c. penalties; and d. timing of shifts on floor. 4. **TEACHING POINTS:** a. Adapt the game to your home squadron's environment. Don't go strictly by the book; eg, size of gym, number of participants, boys/girls ratio; and b. Explain local rules.	6. **METHOD/APPROACH:** Lecture. 7. **SUBSTANTIATION:** This lesson will assist the cadet when called upon to perform the duties of a sports official. 8. **REFERENCES:** a. as provided by the instructor; and b. Proficiency Level Four Handbook. 9. **TRAINING AIDS:** As provided by the instructor. 10. **LEARNING AIDS** 11. **TEST DETAILS:** 12. **REMARKS:** a. Team sports are to be determined by the training officer and the instructor. b. Note that all sports should be adapted to allow for maximum participation and enjoyment. Have your cadets sitting as little as possible. c. Ensure that fairness is built in; eg, have an equal number of girls on the floor at one time, or make lines of Level 1 vs. Level 1 cadets.

(continued next page)

PHYSICAL FITNESS: 405.02	**TRAINING DETAILS**
	12. (continued) d. Modify the rules if required to make the game interesting; eg, if a Level 1 cadet scores a basket it counts for 4 points rather than 1 point for Level 4 cadets.

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
PHYSICAL FITNESS: 405.03	5. **TIME:** One team sport event.
1. **PERFORMANCE:** Assist the squadron staff in the conduct of team sports or ACFP. 2. **CONDITIONS:** a. Given: a team sport event; and b. Denied: assistance. 3. **STANDARD:** The cadet will assist the squadron staff in the conduct of either team sports or ACFP by: a. acting as a referee; and/or b. acting as a line judge; or c. acting as a timekeeper; and/or d. acting as a scorekeeper; and/or e. performing the warm-up and cool-down sessions; and/or f. providing logistical support before and after the event; and/or g. performing any other duty required by the staff. 4. **TEACHING POINTS:**	6. **METHOD/APPROACH:** Cadet participation. 7. **SUBSTANTIATION:** 8. **REFERENCES:** a. different sports rules book; and b. Level Four Handbook. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** The cadet is required to identify, from memory, four different rules governing the sport in which the cadet is a minor official. 12. **REMARKS:** a. The co-ordinator of every event must make sure that cadets have the knowledge required to perform the duties before the event gets underway. b. A meeting should be arranged between the cadets selected as minor officials and the event's co-ordinator to provide the organizational ground rules.

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PHYSICAL FITNESS: 405.03 (continued)	**TRAINING DETAILS**
	12. (continued) c. The cadet **is not** assessed on performance as a minor official but must participate in a post-event briefing to be given by the co-ordinator.

CHAPTER 4

LEVEL FOUR

PERFORMANCE OBJECTIVE
TRAINING SUMMARY

A-CR-CCP-269/PH-001
PO 406 – SENSIBLE LIVING
PERFORMANCE – PURSUE A HEALTHY AND SAFE LIFESTYLE.

EO	PERFORMANCE STATEMENT	NO. OF PER
01	Pursue a healthy and safe lifestyle.	3
02	Write a resumé	3
	Total:	6

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
SENSIBLE LIVING: 406.01	5. **TIME:** Three 35-minute periods.
1. **PERFORMANCE:** Pursue a healthy and safe lifestyle. 2. **CONDITIONS:** a. Given: a situation where cadets may apply knowledge; and b. Denied: assistance. 3. **STANDARD:** The cadet shall pursue a healthy and safe lifestyle by: a. practising the principles of personal hygiene and nutrition; b. observing the rules and regulations of fire prevention; c. complying with cadet regulations on the use of drugs; and d. identifying the dangers posed to health by the illicit or indiscriminate use of drugs and tobacco. 4. **TEACHING POINTS:** a. principles of personal hygiene and nutrition; b. rules and regulations of fire prevention and fire safety; and c. cadet regulations on the use of drugs.	6. **METHOD/APPROACH:** Guest lecturers. 7. **SUBSTANTIATION:** It is important for a cadet to know the principles of a healthy and safe lifestyle to be able to apply them. 8. **REFERENCES:** a. as provided by guest lecturers; and b. Level Four Handbook. 9. **TRAINING AIDS:** Guest lecturers. 10. **LEARNING AIDS:** a. lecture; and b. hand-outs. 11. **TEST DETAILS:** No found test is administered. 12. **REMARKS:** a. These classes should be conducted by guest lecturers. b. If none are available, then the class should be conducted by an officer. c. The course is intended to be informational only, not moralistic. d. Cover rules and regulations only. Do not tell the cadets how to live their lives.

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
SENSIBLE LIVING: 406.02	5. **TIME:** Three 35-minute periods.
1. **PERFORMANCE:** Write a resumé. 2. **CONDITIONS:** a. Given: b. Denied: assistance. 3. **STANDARD:** The cadet shall, in accordance with references, write a resumé, including the following: a. identification section; b. the job being applying for; c. academic background and work experience; d. personal information; and e. references. 4. **TEACHING POINTS**: a. Complete the identification section: (1) name (2) address (3) phone number (4) date of birth (5) nationality (6) languages spoken and written. (continued next page)	6. **METHOD/APPROACH:** a. lecture; and b. cadet participation. 7. **SUBSTANTIATION:** Level 4 cadets are at the age where they start looking for summer jobs or part-time jobs. 8. **REFERENCES:** Proficiency Level Four Handbook. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** No evaluation. 12. **REMARKS:** The instructor may ask the cadets to write their own resumé or a fictional one.

SENSIBLE LIVING: 406.02	**TRAINING DETAILS**
4. (continued) b. Present the most recent information first, followed by all subsequent information in reverse chronological order. c. Your resumé is often the only information available to the employer, so it must be clear, concise and yet complete. d. Your resumé must be flawless, as it introduces you to the potential employer. e. It must be typed on 8-1/2 × 11. f. Grammar should be a particular concern.	

CHAPTER 4

LEVEL FOUR

PERFORMANCE OBJECTIVE
TRAINING SUMMARY

A-CR-CCP-269/PH-001
PO 408 – LEADERSHIP
PERFORMANCE – COMMAND AND LEAD SUBORDINATES.

EO	PERFORMANCE STATEMENT	NO. OF PER
01	Discuss morale and esprit de corps.	1
02	Discuss interviewing and counselling.	2
03	Discuss performance interviews.	1
04	Identify steps to plan a group activity.	2
05	Plan a group activity.	3
	Total:	9

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
LEADERSHIP: 408.01	5. **TIME:** One 35-minute period.
1. **PERFORMANCE:** Discuss morale and esprit de corps. 2. **CONDITIONS:** a. Given: b. Denied: assistance. 3. **STANDARD:** The cadet will discuss morale and esprit de corps by: a. identifying the basic requirements in a group; b. identifying the attitudes that make up morale; and c. identifying the difference between morale and esprit de corps. 4. **TEACHING POINTS:** a. Morale is a state of mind. It directly influences the performance and proficiency of individuals and, therefore, that of the organization itself. b. The essence of high morale in a group is simply a sense of well-being in the individual members. In a cadet organization it appears as: (1) common purpose (2) leadership; (3) discipline; (4) self-respect; (3) pride; (6) comradeship; (7) mutual confidence; (8) cadets' well-being; and (9) comfort and welfare.	6. **METHOD/APPROACH:** Lecture/discussion. 7. **SUBSTANTIATION:** By understanding what causes good or bad morale, a leader is in a better position to achieve the aims or goals of the organization. 8. **REFERENCES:** a. A-CR-CCP-910/PT-001; b. PFC 131(2); and c. Proficiency Level 4 Handbook. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** No test required. 12. **REMARKS:** This lesson is better taught by an officer.

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CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

LEADERSHIP: 408.01	**TRAINING DETAILS**
4. (continued) c. **Attitudes that may make up morale**. The leader must consider how followers respond to the various circumstances of cadet life. The state of a cadet's morale at any given time depends upon and is measurable by the cadet's attitude towards: (1) the cadet movement; (2) the cadets; (3) their companions; and (4) their leader. d. **Esprit de corps:** (1) Esprit de corps is related to morale, and in the simplest terms represents one's pride in belonging to a particular organization or unit. The esprit de corps is directly proportional to the success achieved by the leader in meeting certain requirements. (2) Esprit de corps is dynamic and feeds upon the high morale of the squadron members. It thrives on the desire to excel in the determination that the particular squadron shall have no peer in the performance of its special function. It is reflected in a general smartness of behaviour and dress, outward signs of harmony, good discipline, efficient organization and pride in the skills that prevail within.	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
LEADERSHIP: 408.02	5. **TIME:** Two 35-minute periods.
1. **PERFORMANCE:** Discuss interviewing and counselling. 2. **CONDITIONS:** a. Given: b. Denied: assistance. 3. **STANDARD:** The cadet will discuss interviewing and counselling by identifying: a. the aim of interviewing; b. occasions to interview; c. the aim of counselling; d. occasions to counsel; e. the objectives of counselling; f. suggested counselling rules; and g. common errors. 4. **TEACHING POINTS**: a. **Interviewing**. Interviewing is a form of communication directed toward guiding, aiding, or understanding another person, usually in a face-to-face personal talk. An interview is influenced by the personalities of the interviewer and the person being interviewed. b. **Occasions to Interview:** (1) to welcome a new cadet, (2) to inform someone of progresses being made, (continued next page)	6. **METHOD/APPROACH:** Lecture/discussion. 7. **SUBSTANTIATION:** Interviewing and counselling skills have application in gaining information about subordinates, assisting them to perform their tasks, and solving their disciplinary or personal problems. 8. **REFERENCES:** a. A-CR-CCP-910/PT-001; b. PFC 131(2); and c. Proficiency Level 4 Handbook. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** 12. **REMARKS:** This lesson is better taught by an officer.

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

LEADERSHIP: 408.02	**TRAINING DETAILS**
4.b. (continued) (3) assignment; (4) when a cadet leaves the squadron; c. **Counselling**. Counselling is defined as the discussion with a subordinate of the subordinate's problems with the intention of arriving at a solution. In contract to interviewing, there are certain principles and techniques which can provide a guideline to the counsellor. Once these principles and techniques have been learned, the counsellor can develop personal skills through practice. d. **Occasions to counsel:** (1) to correct a situation; (2) to solve a personal problem. e. **Objectives to counselling:** (1) advice; (2) reassurance; (3) communication; (4) emotional release; (5) clarified thinking; and (6) reorientation. f. **Suggested counselling rules:** (1) pre-establish the purpose of the session; (2) prepare and plan beforehand; (3) counsel in private, undisturbed circumstances; (4) respect the interests and individuality of the cadet; (5) help the cadet feel at ease by inspiring trust; (6) keep the conversation going but do not dominate it; (7) avoid questions which require merely a yes or no reply; (8) keep views and opinions to yourself; (9) realize your own limitations; (continued next page)	

LEADERSHIP: 408.02	**TRAINING DETAILS**
4.f. (continued) (10) refrain from giving unqualified advice; (11) refrain from passing value judgements; (12) avoid overcontrolling; (13) do not become sidetracked for lengthy periods; (14) close the session positively; (15) record information, impressions, and interpretations; (16) keep the matter confidential; and (17) follow up unobtrusively. g. **Common errors:** (1) perception; (2) appearance; (3) generalization; (4) imitation; and (5) face value.	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL ONE **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
LEADERSHIP: 408.03	5. **TIME:** One 35-minute period.
1. **PERFORMANCE:** Discuss performance interviews. 2. **CONDITIONS:** a. Given: b. Denied: assistance. 3. **STANDARD:** The cadet will discuss performance interviews by identifying ways for developing subordinates through constructive criticism such as: a. emphasizing the strong points; b. not searching for a formula; c. not relying completely on the **Sandwich Method**; d. noting improvements; e. being specific; f. watching habit patterns; g. making your criticisms job-related; h. asking questions; j. not criticizing a cadet for involuntary or unintentional faults; k. not trying to be funny; and m. not arguing.	6. **METHOD/APPROACH:** Lecture/discussion. 7. **SUBSTANTIATION:** It is up to the leader to tell subordinate frankly how he is measuring up to his job, and to give him specific help in correcting deficiencies so he will know exactly how to improve. 8. **REFERENCES:** a. PFC 131(2); and b. Proficiency Level 4 Handbook. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** No test. 12. **REMARKS:** This lesson is better taught by an officer.

(continued next page)

LEADERSHIP: 408.03	**TRAINING DETAILS**
4. **TEACHING POINTS:** a. It is up to the leader to tell subordinates frankly how they are measuring up to their jobs, and to give them specific help in correcting deficiencies so they will know exactly how to improve. Every supervisor knows this fact, but some fail to do it because it is unpleasant to criticize. But the unpleasantness of fault-finding, even intended constructively, is no excuse for a leader to side-step this responsibility. b. You are not doing anyone a favour by soft-pedalling a cadet's failures. Sooner or later every cadet will face a reckoning. They will not thank you for letting them muddle along, believing that everything is all right, only to penalize them later for incompetence. c. If there is too long a time between performance discussions, the results will not be as effective. Talking to a cadet from day to day can be done naturally, without throwing either specific criticism or praise out of balance. You should discuss particular incidents while their details are fresh. d. However, if you suppress criticism to spare feelings, you may build up resentment and become privately over-critical. Some fault, possibly minor, will finally trigger your temper and you will be likely to throw the book at the subordinate. This kind of criticism, given in anger, almost certainly won't help the cadet, and may generate hostility toward you.	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
LEADERSHIP: 408.04	5. **TIME:** Two 35-minute periods.
1. **PERFORMANCE:** Identify steps to plan a group activity. 2. **CONDITIONS:** a. Given: b. Denied: assistance. 3. **STANDARD:** The cadet shall identify steps to plan and conduct a group activity, including: a. preparation of a SMEAC (5 Ws); b. delegation of responsibilities; c. conduct of a briefing; d. supervision; e. debriefing; and f. final report. 4. **TEACHING POINTS:** a. **The 5 Ws:** (1) what? (2) when? (3) where? (4) who? (5) why?	6. **METHOD/APPROACH:** Lecture. 7. **SUBSTANTIATION:** Cadets will be made aware that they will have to plan a group activity at EO 408.05. 8. **REFERENCES:** a. Proficiency Level 4 Handbook. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** No test. 12. **REMARKS:**

(continued next page)

LEADERSHIP: 408.04	**TRAINING DETAILS**
4. (continued) b. **SMEAC**: (1) situation; (2) mission; (3) execution; (4) administration; and (5) command/control. c. Timetable/deadlines. d. Delegation **vs** supervision. e. The importance of having everything on paper. f. The content of your final report.	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
LEADERSHIP: 408.05	5. **TIME:** Three 35-minute periods.
1. **PERFORMANCE:** Plan a group activity. 2. **CONDITIONS:** a. Given: b. Denied: assistance. 3. **STANDARD:** The cadet will, in accordance with references, plan a group activity, including: a. preparation of a SMEAC (5Ws); b. delegation of responsibilities; c. conduct of a briefing; d. supervision; e. debriefing; and f. presentation of a report.	6. **METHOD/APPROACH:** Cadet participation. 7. **SUBSTANTIATION:** Levels 4 and 5 cadets are often asked to organize activities for their subordinates. it is important they know how to plan. 8. **REFERENCES:** a. Proficiency Level 4 Handbook. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** 12. **REMARKS:** a. The instructor may form small groups of two cadets. b. The instructor should be available to answer the cadets' questions.

PERFORMANCE OBJECTIVE
TRAINING SUMMARY

A-CR-CCP-269/PH-001
PO 409 – INSTRUCTIONAL TECHNIQUES
PERFORMANCE – DELIVER A 35-MINUTE SPEECH.

EO	PERFORMANCE STATEMENT	NO. OF PER
01	Identify types of problem trainees.	1
02	Describe the teaching lecture method.	1
03	Describe the demonstration-performance method.	1
04	Identify lesson planning tips.	1
05	Prepare a 35-minute lesson.	2
06	Deliver a 35-minute lesson.	*
	Total:	6*
	* Time allocated during Levels 1 and 2 mandatory training.	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
INSTRUCTIONAL TECHNIQUES: 409.01	5. **TIME:** One 35-minute period.
1. **PERFORMANCE:** Identify types of problem trainees. 2. **CONDITIONS:** a. Given: b. Denied assistance. 3. **STANDARD:** The cadet shall correctly identify different types of problem trainees, including: a. the fast learner; b. the slow learner; c. the silent trainee; d. the talker; e. the fault-finder; f. the know-it-all; g. the apple-polisher; and h. the sidetracker.	6. **METHOD/APPROACH:** Lecture. 7. **SUBSTANTIATION:** There is a requirement for the successful instructor to be aware of problem trainees in class and to know-how to handle them. 8. **REFERENCES:** a. A-CR-CCP-913/PT-001 Technique of Instruction, CIL Training School; and b. Level 4 Handbook. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** Each cadet is required to respond to questions on the subject matter. 12. **REMARKS:** To make this lesson more attractive to the class, the instructor could ask a number of cadets to act as one of the problem trainees described in this lesson.

(continued next page)

INSTRUCTIONAL TECHNIQUES: 409.01 (continued)	**TRAINING DETAILS**
4. **TEACHING POINTS:** a. **The Fast Learner:** (1) These learners are first to be finished and may come to find the work unchallenging and boring. (2) Give them more advanced work which will be beneficial and use the fast learners to help slower trainees. b. **The Slow Learner:** (1) These learners are always the last ones to finish. (2) Determine the cause of their slowness. (3) This type of trainee must recognize and accept help as a privilege and not a punishment. c. **The Silent Trainee:** (1) These learners sit by choice at the back of the class. (2) We shall encourage them to express themselves and take part in group activities. (3) Find out areas in which these learners are keenly interested or particularly well-informed as this may ease their self-consciousness. d. **The Talker:** (1) These learners are long-winded and tedious, and are always ready to expose their views. If unchecked, they will seize on any oral questions as an opportunity to deliver a speech. (2) They are relatively harmless. (3) Condition them by asking questions which call only for terse and pointed answers and by encouraging them to express themselves concisely. (continued next page)	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

INSTRUCTIONAL TECHNIQUES: 409.01 (continued)	**TRAINING DETAILS**
4. (continued) e. **The Fault-Finder:** (1) These learners are anti everything. (2) Settle their grievance or satisfy them if possible. (3) Admit their grievances. This often cuts the ground from under their feet. (4) Never get involved in a personal, heated argument with them. f. **The Know-it-all:** (1) These learners are as obnoxious to fellow trainees and to the instructor as fault-finders and talkers are. (2) They consider themselves authorities on any topic and freely and offensively express their views on it. (3) Determine if the know-it-all is really knowledgeable. (4) If a fraud, this learner will probably collapse under the pressure of steady questioning or other testing. (5) If the learner genuine, it may be worthwhile to consider counselling. g. **The Apple-Polisher:** (1) In class, these learners nod appreciatively whenever a point is made. (2) Out of class, they are always ready to oblige. (3) Let them clearly understand that only merit counts in determining whether they pass or fail. h. **The Sidetracker:** (1) Before long, these learners have led the whole class and the instructor off the main road of the lesson down a side alley. (2) Be careful not to let yourself get sidetracked by one of their questions. (3) They rely on the natural desire of any instructor to impress trainees by showing off knowledge and experience. j. **Caution on Type-Casting:** (1) Beware of classifying trainees into types. More often than not the problem trainee is a mixed type. Consider every trainee, with a problem, as an individual.	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
INSTRUCTIONAL TECHNIQUES: 409.02	5. **TIME:** One 35-minute period.
1. **PERFORMANCE:** Describe the teaching lecture method. 2. **CONDITIONS:** a. Given: b. Denied: assistance. 3. **STANDARD:** The cadet shall describe the teaching lecture method, including: a. preparation; b. delivery; and c. advantages and limitations. 4. **TEACHING POINTS:** a. **Preparation:** (1) Preparation should start well in advance of the presentation date. (2) The instructor must carefully consider the nature of the target audience. (3) A lecture must include ample visual support to involve senses other than hearing in the active learning process. (4) After completing the preliminary planning and writing the lesson plan, the instructor should rehearse to build self-confidence. b. **Delivery:** (1) Simple rather than complex words should be used. (2) Do not use sub-standard English. (3) Clearly define each new technical word. (4) Use specific rather than general words. (5) Use sentences of varying lengths. (continued next page)	6. **METHOD/APPROACH:** Lecture. 7. **SUBSTANTIATION:** Every instructor should know how to use the lecture method to help trainees achieve lesson objectives. Every instructor should know how to prepare a lecture. 8. **REFERENCES**: a. A-CR-CCP-913/PT-001 Technique of Instruction, CIL Training School; and b. Proficiency Level 4 Handbook. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** Each cadet is required to respond to questions on the subject matter. 12. **REMARKS:**

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

INSTRUCTIONAL TECHNIQUES: 409.02	**TRAINING DETAILS**
4. (continued) c. **Advantages and Limitations:** (1) In a lecture, the instructor can present many ideas in a relatively short time. Facts and ideas that have been logically organized can be concisely presented in rapid sequence. Lecturing is unquestionably the most economical of all teaching methods in terms of the time required to present a given amount of material. It may not be as economical of time if achievement of objectives is the criterion. (2) The lecture is particularly suitable for introducing a subject. To ensure that all trainees have the necessary background to learn a subject, the instructor can present this basic information in lecture. By using the lecture in this way, the instructor can offer trainees with varied backgrounds a common understanding of principles and facts. (3) The lecture can be used to present information that would be difficult for the trainees to get in other ways. If the trainees do not have the time required for research, or if they do not have access to reference material, the needed information can be presented to them by the lecture method. (4) The lecture can usefully and effectively be supplemented with other teaching devices and methods. A brief introductory lecture can give direction and purpose to a demonstration. A lecture can also prepare trainees for a discussion by telling them something about the subject matter to be covered. (5) Although the lecture method can help the instructor meet the special challenges discussed above, it does have drawbacks: (i) Too often the lecture does not provide for trainee participation, and as a consequence, many trainees willingly let the instructor do all the work. (ii) Learning is an active process, and the lecture method tends to foster passiveness and on the instructor dependence on the part of the trainees. (continued next page)	

INSTRUCTIONAL TECHNIQUES: 409.02	**TRAINING DETAILS**
4.(5) (continued) (iii) As a teaching method, the lecture may not bring about maximum attainment in certain types of learning outcomes. Speech skills, co-operative group thinking, and motor skills, for example, can hardly be learned by listening to a lecture. The only way that trainees can perfect such skills is through practice in performing them. (6) The lecture may not enable the instructor to estimate the trainees' progress before a performance check is given. Within a single period, the instructor may unwittingly present more information than trainees can absorb, unless the instructor provides for feedback during the lesson. (7) Many instructors find it difficult to hold the attention of all trainees in a lecture lasting throughout the class period. To achieve the objectives through the lecture method, an instructor needs considerable skill in speaking and considerable visual support for his material.	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
INSTRUCTIONAL TECHNIQUES: 409.03	5. **TIME:** One 35-minute period.
1. **PERFORMANCE:** Describe the demonstration-performance method. 2. **CONDITIONS:** a. Given: b. Denied: assistance. 3. **STANDARD:** The cadet shall describe the demonstration-performance method, including the essentials of the demonstration method. 4. **TEACHING POINTS:** The essentials of the method are: a. explanation; b. demonstration; c. cadet performance and instructor supervision; and d. evaluation.	6. **METHOD/APPROACH:** Lecture. 7. **SUBSTANTIATION:** Every instructor should know how to use this method to help trainees achieve lesson objectives. 8. **REFERENCES:** a. A-CR-CCP-913/PT-001 Technique of Instruction, CIL Training School; and b. Level Four Handbook. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** Each cadet is required to respond to questions on the subject matter. 12. **REMARKS:**

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
INSTRUCTIONAL TECHNIQUES: 409.04	5. **TIME:** One 35-minute period.
1. **PERFORMANCE:** Identify lesson planning tips. 2. **CONDITIONS:** a. Given: b. Denied: assistance. 3. **STANDARD:** The cadet shall correctly identify lesson planning tips for: a. supporting material; b. trainee participation; c. objectives; d. introduction; e. visual support; and f. preparation. 4. **TEACHING POINTS:** a. **Supporting Material:** (1) Are the objectives adequately supported by pertinent material? (2) Is the supporting material varied enough to stimulate and maintain interest, to allow for changes in pace, and to provide diversity? (3) Does the supporting material contain erroneous generalizations, emotional appeals, or other deceiving reasoning? (4) Does the support for one point blend naturally into the next idea to be presented? (continued next page)	6. **METHOD/APPROACH:** Lecture. 7. **SUBSTANTIATION:** After the instructor has established his objective he should ask himself questions as he plans for his lecture presentation. 8. **REFERENCES:** a. A-CR-CCP-913/PT-001 Technique of Instruction, CIL Training School; and b. Level Four Handbook. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** 12. **REMARKS:**

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

INSTRUCTIONAL TECHNIQUES: 409.04	**TRAINING DETAILS**
4. (continued) b. **Cadet Participation:** (1) Does the lesson plan include meaningful activities to help cadets achieve the objectives? For example, is the cadet to recall something from personal experience? (2) Is the cadet to visualize a concept? (3) Is the cadet to imagine a hypothetical situation? (4) Is the cadet to answer questions? (5) If the trainee is to learn what the instructor wishes, just what activity must the trainee perform? (6) Has the instructor been specific in listing this activity? c. **Objectives:** (1) Is the support for each objective suitable for the level of learning? (2) Is the **what** of the subject described to ensure the trainees' achievement of the knowledge level? (3) Are the **hows** and **whys** developed adequately to help the trainee achieve understanding? (4) Is the depth of the support for each objective compatible with the desired level of learning? d. **Introduction:** (1) Does the introduction prepare the trainee for learning? (2) Does it offer the trainee good reasons for learning the material? (3) Does it present a clear-cut, logical organizational pattern to be followed in the presentation? e. **Visual Support:** (1) Does the plan exploit every opportunity to help the trainee visualize facts, ideas and concepts? (2) Do the visual aids clarify the organization? (3) Do they further the lesson objective? (4) Is colour used to highlight main concepts? (5) Are the aids simple? (continued next page)	

INSTRUCTIONAL TECHNIQUES: 409.04	**TRAINING DETAILS**
4. (continued) f. **Preparation:** (1) Has the presentation been thoroughly prepared? (2) Have other instructors listened to it and critiqued its effectiveness? (3) Is the instructor familiar enough with the organizational pattern to give a successful extemporaneous presentation? g. Checking planning against the above questions during the preparation of a lecture can improve the overall effectiveness of an instructor's lessons. It takes hard work to become a good lecturer, but through sound planning an instructor can present teaching lectures that effectively meet lesson objectives.	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
INSTRUCTIONAL TECHNIQUES: 409.05	5. **TIME:** Two 35-minute periods.
1. **PERFORMANCE:** Prepare a 35-minute lesson. 2. **CONDITIONS:** a. Given: – mandatory Enabling Objectives; – reference; and b. Denied: assistance. 3. **STANDARD:** The cadet shall prepare a 35-minute lesson by correctly following the guidelines identified in Level 3 EO 409.01 to 409.06 for preparing a lesson, including: a. a lesson plan (two copies); b. a visual aid; c. planning good questioning; and d. considering the principles of instruction.	6. **METHOD/APPROACH:** Cadet participation. 7. **SUBSTANTIATION:** 8. **REFERENCES:** a. A-CR-CCP-913/PT-001 CIL Training School – Technique of Instruction; b. Level Three Handbook; and c. Level Four Handbook. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** Each cadet is required to deliver a 35-minute lesson at EO 409.06. 12. **REMARKS:** a. The instructor should monitor every cadet's preparation. b. Topics to be chosen from Level 1 and 2 CTPs. c. The instructor should be available to answer all questions regarding preparation of lessons.

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	**TRAINING DETAILS**
INSTRUCTIONAL TECHNIQUES: 409.06	5. **TIME:** Time allocated during Levels 1 and 2 mandatory training.
1. **PERFORMANCE:** Deliver a 35-minute lesson. 2. **CONDITIONS:** a. Given: – a class of Levels 1 or 2 cadets; – topic; – reference; and b. Denied: assistance. 3. **STANDARD:** The cadet shall deliver a 35-minute lesson, ensuring effective communication of ideas with the help of: a. a lesson plan; b. one visual aid; c. good questioning techniques (at least three and maximum 6 questions); and d. principles of instruction.	6. **METHOD/APPROACH:** Cadets' 35-minute lessons. 7. **SUBSTANTIATION:** 8. **REFERENCES:** 9. **TRAINING AIDS:** As provided by the cadet. 10. **LEARNING AIDS:** As provided by the cadet. 11. **TEST DETAILS:** Each cadet is checked independently on the assessment form as found at Annex F to Chapter 3 of this CTP. 12. **REMARKS:** a. The lesson must be taught in a minimum of 33 minutes and a maximum of 35 minutes (including the conclusion). b. Stress the importance of timing. c. The cadets must provide the instructor with a copy of their lesson plans **PRIOR** to their presentations.

CHAPTER 4

LEVEL FOUR

PERFORMANCE OBJECTIVE
TRAINING SUMMARY

A-CR-CCP-269/PH-001
PO 413 – METEOROLOGY
PERFORMANCE – DISCUSS BASIC METEOROLOGY.

EO	PERFORMANCE STATEMENT	NO. OF PER
01	Identify the characteristics of the atmosphere.	2
02	Identify cloud families and types of cloud formations.	2
03	Identify types of fog and their formation.	1
04	Discuss forms of precipitation.	1
05	Discuss temperature.	1
	Total:	7

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
METEOROLOGY: 413.01	5. **TIME:** Two 35-minute periods.
1. **PERFORMANCE:** Identify the characteristics of the atmosphere. 2. **CONDITIONS:** a. Given: b. Denied: assistance. 3. **STANDARD:** The cadet shall explain, from memory, the basic characteristics of the earth's atmosphere, including: a. composition; b. properties; c. weight; and d. divisions. 4. **TEACHING POINTS:** a. **Composition:** (1) The atmosphere is made up of a mixture of invisible gases. The main gases in the atmosphere are nitrogen, oxygen and carbon dioxide. In addition to these principle gases, the lower layers of the atmosphere contain water vapour, which is one of the most important constituent of the atmosphere. (2) In addition to gases, minute solid particles may be present, such as soil, smoke, and salt from ocean spray. These particles are essential in the process of changing water vapour into a visible form. b. **Properties:** The principle properties of the atmosphere are: mobility, capacity for expansion and capacity for compression. These characteristics, when combined, are the cause of most atmospheric weather phenomena. (continued next page)	6. **METHOD/APPROACH:** Lecture. 7. **SUBSTANTIATION:** A basic knowledge of the atmosphere and its characteristics is essential for an understanding of meteorology. 8. **REFERENCES:** a. From the Ground Up; and b. Proficiency Level 4 Handbook. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** Each cadet is checked independently and has to answer questions on the subject matter. 12. **REMARKS:** Keep in mind that this is intended as an overview of meteorology only; **do not** extend the teaching points.

METEOROLOGY: 413.01

TRAINING DETAILS

4. (continued)

c. **Weight:**

The atmosphere has weight. Although the weight of the atmosphere is only about one millionth the weight of the earth, it does exert a force or pressure on the surface of the earth.

d. **Divisions of the Atmosphere:**

(1) The atmosphere consists of four distinct layers surrounding the earth to a height of many hundreds of miles. They are, in ascending order: the troposphere, the stratosphere, the mesosphere and the thermosphere.

(i) **THE TROPOSHERE**. This is the lowest layer of the atmospheres, and varies in height in different parts of the world, varying in thickness from roughly 28 000 feet above sea level at the poles, to 54 000 feet at the equator. Within the troposphere the pressure, density and temperature all decrease rapidly with height. Most weather occurs in the troposhere because of the presence of water vapour and strong vertical currents.

(ii) **THE STRATOSPHERE**. For a distance of about 50 000 feet above the troposphere, there is a layer known as the stratosphere in which the pressure continues to decrease. Water vapour is almost non-existent and air currents are minimal.

(iii) **THE MESOSPHERE**. This is characterised by a marked increase in temperature. The rise in temperature is due to the presence of a layer of ozone which absorbs more of the sun's radiation. In the top part of the mesosphere, the temperature drops rapidly, reaching a level of about – 100°C at 250 000 feet above the earth.

(iv) **THE THERMOSPHERE**. Temperature again begins to rise in the thermosphere and increases for an indefinite distance into space, rising as high as 3000°C at 400 miles.

e. **Space**: Since air becomes gradually thinner with increasing altitude, the upper limit of the atmosphere is, for all practical purposes, difficult to define. Ninety miles up is recognized as the limit of national sovereignty.

(continued next page)

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
METEOROLOGY: 413.02	5. **TIME:** Two 35-minute periods.
1. **PERFORMANCE:** Identify cloud families and types of cloud formations. 2. **CONDITIONS:** a. Given: b. Denied: assistance. 3. **STANDARD** – The cadet shall identify, from memory, the four cloud families and the two basic types of cloud formations, including: a. **Four Families:** (1) high clouds; (2) middle clouds; (3) low clouds; and (4) clouds of vertical development; and b. **Two Types of Cloud Formations:** (1) cumulus clouds; and (2) stratus clouds. 4. **TEACHING POINTS:** a. **Four Families of Cloud:** (1) **HIGH CLOUDS**. The bases of high clouds range from 16 500 feet to 45 000 feet and average 25 000 feet in the temperate regions. They are composed of ice crystals. (a) **CIRRUS**. These are every high, thin, wispy sprays of white clouds made up of tender, delicate curling wisps of fibres. They sometimes take the form of feathers or ribbons, or delicate fibrous bands. (b) **CIRROCUMULUS**. These are thin clouds, cotton or flake-like. They are often called MACKEREL SKY. They give little indication of future weather conditions. (continued next page)	6. **METHOD/APPROACH:** Lecture. 7. **SUBSTANTIATION:** Clouds are an indication of what is happening in the atmosphere. The location and type of cloud are evidence of such weather phenomena as frosts, turbulence, and thunderstorms. 8. **REFERENCES:** a. From the Ground Up; and b. Proficiency Level 4 Handbook. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** Each cadet is checked independently and is required to identify clouds by family from pictures or actual clouds. 12. **REMARKS:**

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

METEOROLOGY: 413.02	**TRAINING DETAILS**
4.a. (continued) (c) **CIRROSTRATUS**. These are very thin high sheet clouds through which the sun or moon is visible, producing a halo effect. Such clouds are often an indication of deteriorating weather. (2) **MIDDLE CLOUDS**. The bases of middle clouds range from 6 500 feet 23 000 feet. They are composed of ice crystals or water droplets, which may be at temperatures above freezing or may be supercooled. (a) **ALTOCUMULUS**. These are a layer or series of patches of rounded masses of clouds that may lie in groups or lines. (b) **ALTOCUMULUS CASTELLANUS**. These clouds are altocumulus with a turreted appearance. (c) **ALTOSTRATUS**. These form a thick veil of grey cloud that generally covers the whole sky. (3) **LOW CLOUDS**. The bases of low clouds range from surface height to about 6 500 feet. They are composed of water droplets. (a) **STRATUS**. These form a uniform layer of cloud resembling fog but not resting on the ground. Drizzle often falls from stratus. (b) **STRATOCUMULUS**. These form a layer or series of patches of round masses or rolls of cloud. Blue sky often shows through the breaks. (c) **NIMBOSTRATUS**. These form a low layer of uniform, dark grey cloud. When such clouds give precipitation, it is in the form of continuous rain or snow. (continued next page)	

METEOROLOGY: 413.02	**TRAINING DETAILS**
4.a. (continued) (4) **CLOUDS OF VERTICAL DEVELOPMENT**. The bases of this type of cloud may form as low as 1 500 feet. These clouds composed of water droplets when the temperature is above freezing and of ice crystals and supercooled water droplets when the temperature is below freezing. (a) **CUMULUS**. These are dense clouds of vertical development. They are thick, rounded and lumpy and resemble cotton balls. They usually have flat bases and the tops are rounded. They cast dark shadows and appear in great abundance during the warm part of the day and dissipate at night. (b) **TOWERING CUMULUS**. Cumulus clouds that build up into high towering masses. They are likely to develop into cumulonimbus. Rough air will be encountered underneath the cloud. Heavy icing may also occur. (c) **CUMULONIMBUS**. These are heavy masses of cumulus cloud that extend well above the freezing level. The summits often spread out to form an anvil-shaped top that is characteristic of thunderstorms and showery conditions. Hail may fall from them. b. **Types of Cloud Formation**. Clouds may be identified by the way in which they form: (1) **CUMULUS CLOUDS**. These clouds form in rising air currents and are evidence of unstable air conditions. (2) **STRATUS CLOUDS**. These form in horizontal layers. They usually form when a layer of moist air is cooled below its saturation point. Clouds of this type that generate precipitation are designated NIMBUS CLOUDS. c. Clouds form when invisible water vapour changes into visible water droplets or ice crystals. (continued next page)	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

METEOROLOGY: 413.02	**TRAINING DETAILS**
4.c. (continued) (1) The process by which water vapour changes into water droplets is called condensation and occurs when humidity is high. The level at which water vapour condenses and becomes visible is known as the condensation level. This level is, in practice, the base of the clouds. If the cloud forms at ground level, it is called fog rather than cloud. (2) Clouds are formed in two ways: (i) Air, in which water vapour is present, is cooled to its saturation point and condensation occurs. The cooling process occurs as warm air comes in contact with a cold surface. (ii) Air, without a change in temperature taking place, may absorb additional water vapour until its saturation point is reached, with the result that clouds are formed.	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
METEOROLOGY: 413.02	5. **TIME:** One 35-minute period.
1. **PERFORMANCE:** Identify types of fog and their formation. 2. **CONDITIONS:** a. Given: b. Denied: assistance. 3. **STANDARD:** The cadet shall identify types of fog and their formation, including: a. radiation fog; b. advection fog; c. upslope fog; d. steam fog; e. precipitation-induced fog; and f. ice fog. 4. **TEACHING POINTS**: a. **Fog**: (1) Fog is, in fact, a cloud, usually stratus, in contact with the ground. It forms when the air is cooled below its dew-point, or when the dew-point is raised to the air temperature through the addition of water vapour. (2) To form a water drop in the atmosphere (the basis of fog formation), there must be present some nucleus on which the water may form. Dust, salt, sulphur trioxide, smoke, etc, provide this function. (continued next page)	6. **METHOD/APPROACH:** Lecture. 7. **SUBSTANTIATION:** 8. **REFERENCES:** a. From the Ground Up; and b. Proficiency Level 4 Handbook. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** Each cadet is checked independently and has to identify three types of fog and explain their formation. 12. **REMARKS:**

METEOROLOGY: 413.03	TRAINING DETAILS
4.a. (continued) (3) Given a sufficient number of condensation nuclei, the ideal conditions for the formation of fog are high relative humidity and a small temperature dew-point spread and some cooling process to initiate condensation. Light surface winds set up a mixing action that spreads and increase the thickness of the fog. In very still air, fog is unlikely to form. Instead dew will collect. (4) Fogs are most likely to occur in coastal areas where moisture is abundant. Because of the high concentration of condensation nuclei, they are also common in industrial areas. (5) Smoke and dust in the air over large cities produce the pea soup fogs characteristic of London and other large industrial centres. The carbon and dust particles cause such fogs to be dark. Otherwise, when composed of water drops only, fogs are white in colour. (6) Fog is usually dissipated by sunlight filtering down through the fog or stratus layer. This results in heating from below. b. **Types of fog:** (1) **RADIATION FOG** is formed on clear nights with light winds. The ground cools, losing heat through radiation. The air in direct contact with the earth's surface is cooled. If this air is moist and the temperature is lowered below the dew-point, fog will form. The ideal conditions for the formation of a radiation fog area are light wind, which spreads the cooling effect through the lower levels of the air, clear skies that permit maximum cooling, and an abundance of condensation nuclei. This type of fog is commonly called **ground fog**, since it forms only over land. Radiation fog normally forms at night but sometimes it thickens or even forms at sunrise as the initial slight heating from the sun causes a weak turbulence. Radiation fog tends to settle into low areas, such as valleys, and it is usually patchy and only a few hundred feet thick. It normally dissipates within a few hours after sunrise as the sun warms the earth and radiation heating causes the temperature to rise. (continued next page)	

METEOROLOGY: 413.03	**TRAINING DETAILS**
4.b. (continued) (2) **ADVECTION FOG** is caused by the drifting of warm damp air over a colder land or sea surface. This type of fog may persist for days and cover a wide area. It occurs most frequently in coastal regions. Widespread fog forms when moist air from a warm region of the ocean moves over colder waters. It will persist for lengthy periods since the water surface is not affected by daytime heating. Advection fog will spread over land if the circulation is from the sea to a colder land surface and will persist until the direction of the wind changes. Although it may dissipate or thin during the day from daytime heating, it will reform at night. The warm sector of a frontal depression is also favourable for the formation of advection fog. (3) **UPSLOPE FOG** is caused by the cooling of air due to expansion as it moves up a slope. A light upslope wind is necessary for its formation. (4) **STEAM FOG** forms when cold air passes over a warm water surface. Evaporation of the water into the cold air occurs until the cold air becomes saturated. The excess water vapour condenses as fog. Steam fog occurs over rivers and lakes, especially during the autumn. (5) **PRECIPITATION-INDUCED FOG** is caused by the addition of moisture to the air through evaporation of rain or drizzle. This type of fog is associated mostly with warm fronts and is sometimes known as frontal fog. The rain falling from the warm air evaporates and saturates the cooler air below. (6) **ICE FOG** forms in moist air during extremely cold calm conditions. The tiny ice crystals composing it are formed by sublimation and are often called needles. Ice fog is caused by the addition of water vapour to the air through fuel combustion. The very cold air cannot hold any additional water vapour and the excess sublimates into visible ice crystals. Ice fog may appear suddenly when an aircraft engine is started.	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
METEOROLOGY: 413.04	5. **TIME:** One 35-minute period.
1. **PERFORMANCE:** Identify forms of precipitation. 2. **CONDITIONS:** a. Given: b. Denied: assistance. 3. **STANDARD:** The cadet shall identify forms of precipitation. 4. **TEACHING POINTS**: a. **Precipitation**. Precipitation occurs when the water droplets (visible as a cloud) grow sufficiently in size and weight to fall due to gravity. In clouds with temperatures above freezing, vertical air currents cause the droplets to move about and, as a result, they collide with other droplets and gradually grow in size. As they absorb these droplets with which they collide, they gain momentum until they fall through the air as rain. A single water droplet must grow enormously in order for precipitation to take place. The average raindrop is about one million times larger than a cloud water droplet. This process is known as **coalescence**. Precipitation due to coalescence alone generally occurs only in warm climates. In a stable cloud such as stratus, there is very little vertical motion, not even enough to sustain small water droplets. They frequently escape and drift slowly to the earth. This form of precipitation is called drizzle. A second mechanism by which precipitation occurs requires that ice crystals and water droplets exist side by side in a cloud at temperatures below freezing. The ice crystals grow at the expense of the water droplets. The droplets tend to evaporate and the resulting water vapour sublimates on the ice crystals. The ice crystals grow in size and weight. They are sustained in the cloud until they grow large enough that their terminal velocity exceeds the updraft velocity in the cloud. They then fall as precipitation. If the temperature below the region of formation is above freezing, the crystals will melt, coalesce with other drops and arrive at the earth as rain. If the temperatures are cold all the way to the ground, the ice crystals will aggregate into (continued next page)	6. **METHOD/APPROACH:** Lecture. 7. **SUBSTANTIATION:** 8. **REFERENCES:** a. From the Ground Up; and b. Proficiency Level 4 Handbook. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** No test. 12. **REMARKS:**

METEOROLOGY: 413.04	**TRAINING DETAILS**
4.a. (continued) snow flakes. In Canada, heavy rainfall usually occurs as a result of a combination of sublimation on ice crystals and coalescence. Two facts are therefore significant. If the ice crystals are necessary for the occurrence of heavy precipitation, the cloud from which the rain is falling must have built up well above the freezing level. Since the size of a raindrop is a function of the turbulence in the parent cloud, large drops and heavy precipitation are an indication of strong vertical motion. Steady precipitation falls from a layer of stratus cloud. A shower or a sudden heavy burst of precipitation falls from a well-developed cumulus or cumulonimbus cloud, which may be embedded in a stratus layer. Precipitation may take many forms. b. **Drizzle**. Precipitation in the form of very small drops of water which appear to float is called **drizzle**. At temperatures at or below the freezing level, drizzle will freeze on impact with objects and is known as **freezing drizzle**. c. **Rain**. Precipitation in the form of large water droplets is called **rain**. **Freezing rain** is composed of supercooled water droplets that freeze immediately on striking an object which is itself at a temperature below freezing. d. **Snow-Pellets (Soft Hail)**. If the water region lying below the supercooled region of the cloud is not of great depth, a hailstone does not acquire the hard, transparent covering and arrives at the ground as the original soft, white ice. It is then known as a snow pellet or soft hail. e. **Snow**. In the formation of **snow**, the invisible water vapour in the air sublimates directly into ice crystals, without passing through any intermediate water stage. Snow flakes are formed of an agglomeration of ice crystals and are usually of a hexagonal or starlike shape. **Snow grains** are tiny snow crystals that have acquired a coating of rime. These fall from non-turbulent clouds. (continued next page)	

CHAPTER 4: LESSON SPECIFICATIONS COURSE TITLE: LEVEL FOUR	CTS NUMBER: A-CR-CCP-269/PC-001
METEOROLOGY: 413.04	**TRAINING DETAILS**
4. (continued) f. **Ice Prisms**. These are tiny ice crystals in the form of needles. They may fall from clouds or from a cloudless sky. They exist in stable air masses and at very low temperatures. g. **Ice Pellets**. These are formed by the freezing of raindrops. They are hard, transparent, globular grains of ice about the size of raindrops. They generally rebound when striking the ground.	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
METEOROLOGY: 413.05	5. **TIME:** One 35-minute period.
1. **PERFORMANCE:** Discuss temperature. 2. **CONDITIONS:** a. Given: b. Denied: 3. **STANDARD:** The cadet shall discuss temperature. 4. **TEACHING POINTS:** **Temperature**. The source of energy which warms the earth's surface and its atmosphere is the **sun**. The method by which the heat is transferred from the sun to the earth is known as **solar radiation**. Radiation itself is not heat. The temperature of a body is affected only if it can absorb radiation. Some of the solar radiation that reaches earth is absorbed in the stratosphere and the ionosphere but the rest passes through the lower portions of the troposphere and is absorbed by the earth. The earth, in turn, radiates energy back into the atmosphere. This outgoing radiation is known as **terrestrial radiation**. On a worldwide basis, the average heat gained through incoming solar radiation is equal to the heat lost through terrestrial radiation. This keeps the earth from getting progressively hotter and cooler. However, regional and local imbalances between solar and terrestrial radiation cause temperature variations that have great significance in weather formation. Some of the outgoing terrestrial radiation is absorbed by the lower levels of the atmosphere. The rest passes out into space. The lower levels of the atmosphere are not heated directly by the sun. The sun heats the earth and the earth heats the atmosphere. This fact is of the greatest importance in an understanding of weather. **The atmosphere is heated from below and not from above**. The amount of solar energy received by any region varies with the time of day, season, latitude and surface topography. Temperatures can, therefore, vary widely.	6. **METHOD/APPROACH:** Lecture/discussion. 7. **SUBSTANTIATION:** 8. **REFERENCES:** a. From the Ground Up; and b. Proficiency Level 4 Handbook. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** No test. 12. **REMARKS:**

(continued next page)

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COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

METEOROLOGY: 413.05	**TRAINING DETAILS**
4. (continued) a. **Diurnal Variation**. During the day, solar radiation exceeds terrestrial radiation and the surface of the earth becomes warmer. At night, solar radiation ceases but terrestrial radiation continues and cools the surface. Warming and cooling of the atmosphere occur as a result of this diurnal imbalance. b. **Seasonal Variation**. Because the axis of the earth is tilted to the plane of its orbit, the angle at which solar radiation strikes the earth varies from season to season. The Northern Hemisphere receives more solar energy in June, July and August and is therefore warmer. It receives less solar energy in December, January and February and is therefore cooler. c. **Latitude**. The sun is more directly overhead in equatorial regions than it is in higher latitudes. The tropics consequently receive the most radiant energy and are warmer than the polar regions, where the slanting rays of the sun deliver less energy over a given area. d. **Topography**. Land surfaces absorb more solar radiation than do water surfaces and radiate it more readily. Land surfaces therefore warm up more rapidly during the day and cool more rapidly at night. All land surfaces do not, however, absorb radiation at a uniform rate. There is great variation in radiation absorption by varying types of land surface. Wet soil, such as is found in swamps and marshes, is almost as effective as water in suppressing temperature changes. Heavy vegetation insulates against heat transfer. The greatest temperature changes occur over arid, barren surfaces such as deserts and rocky plains. Some of the solar radiation is reflected back out into space by the earth's surface and is not absorbed at all. Some of this reflection is due to the angle at which the radiation strikes the surface, but the principal cause of reflection is the type of surface. A snow surface, for example, can reflect 90 per cent of the radiation. e. **Clouds**. Clouds greatly affect temperature. A layer of clouds will reflect a high percentage of the incoming solar radiation back out into space, drastically reducing the amount of energy reaching the earth to warm it. On a cloudy night, the clouds absorb the outgoing terrestrial radiation and radiate a considerable part of it back to earth, hindering the escape of heat.	

CHAPTER 4

LEVEL FOUR

PERFORMANCE OBJECTIVE
TRAINING SUMMARY

A-CR-CCP-269/PH-001
PO 417 – NAVIGATION
PERFORMANCE – PLOT A FLIGHT PLAN.

EO	PERFORMANCE STATEMENT	NO. OF PER
01	Review Level 3 Navigation.	2
02	Identify VFR navigation charts.	2
03	Identify navigation terms and units of distance and speed.	2
04	Identify plotting instruments and their use in plotting a flight plan.	2
05	Plot a flight plan.	2
	Total:	10

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
NAVIGATION: 417.01	5. **TIME:** Two 35-minute periods.
1. **PERFORMANCE:** Review Level 3 Navigation. 2. **CONDITIONS:** a. Given: b. Denied: assistance. 3. **STANDARD:** The cadet shall correctly explain: a. the earth's magnetic field; b. the magnetic **vs** true pole; c. isogonic lines; d. agonic lines; e. the effect of variation; f. the meridian of longitude; g. the parallel of latitude; h. the compass-rose; j. magnetic **vs** true north; k. the meridian lines; m. how to determine the position of a plane; and n. how to determine the direction of a plane.	6. **METHOD/APPROACH:** Lecture. 7. **SUBSTANTIATION:** Knowledge of technical navigation procedures, as they apply to pilots, will help cadets understand the importance of navigation principles in plotting flights. 8. **REFERENCES:** a. From the Ground Up; and b. Level Three Handbook, PO 417. 9. **TRAINING AIDS:** a. OHP; and b. Flight Play. 10. **LEARNING AIDS:** 11. **TEST DETAILS:** No test. 12. **REMARKS:** Make sure that all cadets understand, as they will require that knowledge to understand Level 4 Navigation.

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
NAVIGATION: 417.02	5. **TIME:** Two 35-minute periods.
1. **PERFORMANCE:** Identify navigation charts. 2. **CONDITIONS:** a. Given: charts; and b. Denied: assistance. 3. **STANDARD:** The cadet shall correctly identify VFR navigation charts and their components, including: a. projection types; b. scale; and c. symbology. 4. **TEACHING POINTS:** Cover the following points: a. Basic Elements in Map Construction: (1) areas; (2) shapes; (3) bearings; and (4) distances. b. The Lambert Conformal Conic Projection. c. The Mercator Projection. d. Types of Aeronautical Charts: (1) Canadian Pilotage Charts (CPC series); (2) VFR Navigation Charts (VNC series); (3) World aeronautical charts (WAC series); (4) VFR terminal area charts (VTA series); and (5) Radio navigation charts; and	6. **METHOD/APPROACH:** Lecture. 7. **SUBSTANTIATION:** It is necessary to be able to read a VFR navigation chart in order to plot a flight. 8. **REFERENCES:** a. Proficiency Level 4 Handbook; and b. From the Ground Up. 9. **TRAINING AIDS:** VFR charts. 10. **LEARNING AIDS:** VFR charts 11. **TEST DETAILS:** No test. 12. **REMARKS**: a. Use the first period to discuss projection types and scale. The second period should be used to instruct the cadets in the symbology of VFR navigation charts. b. Do not teach radio navigation symbols.

(continued next page)

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

NAVIGATION: 417.02	**TRAINING DETAILS**
4. (continued) e. Basic Chart Information: (1) scale; (2) latitude and longitude; (3) relief; (4) layer tinting; (5) contours; (6) spot heights; (7) isogonic lines; (8) communities, roads, railways; (9) aerodromes (10) restricted areas; (11) compass rose; and (12) aeronautical information.	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
NAVIGATION: 417.03	5. **TIME:** Two 35-minute periods.
1. **PERFORMANCE:** Identify navigation terms and units of distance and speed. 2. **CONDITIONS:** a. Given: b. Denied: assistance. 3. **STANDARD:** The cadet shall identify: a. units of distance and speed; and; b. navigation terms. 4. **TEACHING POINTS:** a. Units of Distance and Speed: (1) A STATUTE MILE is a distance of 5 280 feet. (2) A NAUTICAL MILE (6 080 feet) is the average length of one minute of latitude. For all practical purposes, it may be taken as the length of one minute of arc along any Great Circle; (3) A KILOMETER is a distance of 1 000 meters. (4) A KNOT is a speed of one nautical mile per hour. b. Conversions: (1) **Speed**: 66 Nautical Miles = 76 Statute Miles, To convert knots to mph, multiply knots by 1.15. To convert mph to knots, divide mph by 1.15. To convert kilometers per hour to knots, multiply by 0.54. To convert km/h to mph, multiply by 0.62, A scale of nautical miles (based on the scale of the chart at mid latitude) is printed on all I.C.A.O. aeronautical maps. Practically all Circular Slide Rule computers have statute mile-nautical mile conversion indexes printed on the outer scale. (continued next page)	6. **METHOD/APPROACH:** Lecture. 7. **SUBSTANTIATION:** 8. **REFERENCES:** a. Proficiency Level 4 Handbook; and b. From the Ground Up. 9. **TRAINING AIDS:** 10. **LEARNING:** 11. **TEST DETAILS:** Each cadet is checked independently and is required to answer questions on the subject matter. 12. **REMARKS:**

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

NAVIGATION: 417.03	**TRAINING DETAILS**
4.b.(1) (continued) The abbreviation, officially adopted for nautical miles in **n. miles** or **n.m**. – for statute miles, **s. miles** or **s.m.** (2) **Hours and Minutes**: To convert minutes to hours, divide by 60 (60 min = 1 hr) eg 30 min equals 30 divided by 60 = 0.5 hrs. To convert hours to minutes, multiply by 60, eg, 0.75 hrs = 0.75 $\times$ 60 = 45 min. (3) **Time in Flight**: To find the time in flight, divide the distance by the groundspeed, eg, the time to fly 120 n. miles at a ground-speed of 80 knots is 120 divided by 80 = 1.5 hrs (the 0.5 hrs $\times$ 60 = 30 min). Answer: 1 hr 30 min. (4) **Distance**: To find the distance flown in a given time, multiply groundspeed by time eg. The distance flown in 1 hr 45 min at a groundspeed of 120 knots is 120 $\times$ 1.75 = 210 n. miles. (5) **Groundspeed**: To find the groundspeed, divide the distance flown by the time, eg. An airplane flies 270 n. miles in 3 hrs. The groundspeed is 270 divided by 3 = 90 knots. c. **Navigation Terms:** (1) **WIND** is air in motion, especially a mass of air having a common direction or motion. Wind moves horizontally. (A movement of air vertically is called a current). (2) **INDICATED AIRSPEED** is the airplane's speed as indicated by the airspeed indicator. (3) **TRUE AIRSPEED** is the speed of the airplane relative to the air. It is indicated airspeed corrected for the airspeed indicator due to density and temperature. (continued next page)	

NAVIGATION: 417.03	**TRAINING DETAILS**
4.c. (continued) (4) **GROUNDSPEED** is the speed of the airplane relative to the ground. An airplane is affected by wind. If there is no wind at all, true airspeed and groundspeed will be the same. If, however, an airplane is flying in an air mass that is moving in the same direction, the airplane will have a tailwind that will help its progress over the ground, with the result that its groundspeed will be in excess of the true airspeed. Conversely, a headwind will impede the progress of the airplane over the ground, with the result that the groundspeed will be slower than the true airspeed. (5) The **HEADING** of an airplane is the angle between the longitudinal axis of the airplane at any moment and a meridian. In other words, it is the direction the nose of the aiplane is pointing, measured from an imaginary line running north and south. If the heading is measured from a true meridian, it is referred to as a **True Heading**. If the heading is measured from a magnetic meridian, it is called a **Magnetic Heading**. If it is measured from the direction of a compass needle, it is referred to as a **compass heading**. The angle is measured **clockwise** through 360°. (6) The TRACK (intended) is the direction an airplane intends to travel over the ground. The intended track may be represented by a straight line drawn on a map. Its direction is the angle between this line and a meridian, measured clockwise through 360°. As in the case of headings, tracks are named **true**, **magnetic** or **compass** with reference to the meridian from which they are measured. (7) The **TRACK MADE GOOD** is the actual path travelled by the airplane over the ground. Like the intended track, it may be represented by a line drawn on a map and (provided it is a reasonably straight line), its direction measured from a true or magnetic meridian or compass north. (continued next page)	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

NAVIGATION: 417.03	**TRAINING DETAILS**
4.c. (continued) (8) **DRIFT**. A wind blowing from either the starboard or port side of an airplane will cause the airplane to drift away from its intended track. In order to maintain the intended track, it is necessary to turn the airplane slightly into wind to compensate for the force acting laterally upon it. Drift (or drift angle) is the angle between the heading being flown and the track made good over the ground. In other words, it is the angle at which the pilot heads the airplane across the track to keep the wind from blowing the plane off the track. It is expressed in degrees either port of starboard. (9) A **MAGNETIC MERIDIAN** is the direction in which a compass needle will lie when influenced only by the Earth's magnetic field. In actual practice, magnetic meridians are not shown on maps but are found by adding or subtracting the variation at any particular place to or from the true meridian. (Variation is indicated on maps by isogonic lines, which are lines joining all places of equal variation.) (10) **COMPASS NORTH** is the direction in which a particular compass needle will lie when influenced by both the Earth's magnetic field and local magnetic influences (deviation) in the airplane. The actual reading on a compass at any time is the angle between compass north and the direction in which the airplane is heading. (11) **AZIMUTH** means direction measured as an angle clockwise from a meridian. It is the same as a bearing. The azimuth, or bearing may be true, magnetic or compass. (12) **REQUIRED TRACK**. This is the proposed path of the airplane over the ground. (13) **TRACK MADE GOOD**. This is the actual path of the airplane over the ground. (14) **TRACK ERROR**. This is the angle between the required track and the track made good, measured in degrees either left or right of the required track. (15) **OPENING ANGLE**. This is the angle between the required track and the track made good. (continued next page)	

NAVIGATION: 417.03	**TRAINING DETAILS**
4.c. (continued) (16) **CLOSING ANGLE**. This is the angle between the old required track and the new required track necessary to arrive at the destination. d. **The "One-in-Sixty" Rule:** **An error in the track of one degree will cause an error in position of about one mile in a distance of 60 miles**. A pilot on a cross-country flight who has got off the intended track will be able to estimate the distance off in miles quite easily, but it will be very difficult to calculate the number of compass degrees by which the heading must be altered to correct the error. Suppose an airplane is two miles off its track after travelling 30 miles. The error in the track will be roughly 4°. Therefore the correction to the compass heading will be 4° to correct the error. This will put the airplane on a track parallel to the required track but 2 miles from it. Suppose the airplane is 60 miles from its destination. An additional 2° correction to heading will gradually close the track. Therefore a total correction of 6° will bring the airplane in to its destination.	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
NAVIGATION: 417.04	5. **TIME:** Two 35-minute periods.
1. **PERFORMANCE:** Identify plotting instruments and their use in plotting a flight plan. 2. **CONDITIONS:** a. Given: b. Denied: assistance. 3. **STANDARD:** The cadet shall correctly identify plotting instruments, including: a. the navigation plotter; b. the Douglas protractor; c. the ruler; and d. dividers. 4. **TEACHING POINTS:** a. **The Navigation Plotter:** (1) Of great assistance to a pilot in plotting and planning flights is an instrument such as the navigation plotter. It combines a protractor and a straight-edge in one device, which also incorporates a mileage scale for both 1:500,000 and 1:000,000 charts. (2) The plotter is made of clear plastic so that details of the chart can be seen through it. (3) With the straight-edge, the pilot can draw the track from the airport of departure to the planned destination. (4) The direction of a track is determined by using the protractor portion of the plotter. It is numbered from 0° to 180° on the outside scale and from 190° to 360° on the inside scale. The outside scale is used for easterly tracks and the inside scale for westerly tracks. (continued next page)	6. **METHOD/APPROACH:** Lecture. 7. **SUBSTANTIATION:** 8. **REFERENCES:** a. Proficiency Level 4 handbook; and b. From the Ground Up. 9. **TRAINING AIDS:** Plotting instruments. 10. **LEARNING AIDS:** 11. **TEST DETAILS:** No test. 12. **REMARKS:**

NAVIGATION: 417.04	**TRAINING DETAILS**
4.a. (continued) (5) To use the plotter, place the hole in the centre of the plotter over an intersection of the track line and one of the longitude lines on the chart. A point somewhere near the mid-point of the track is best chosen to obtain greater accuracy. (6) Place a pencil point through the hole and rotate the plotter until the top edge of the straight-edge is aligned with the track line. (7) Read the true track heading where the longitude line of the chart intersects the scales. (Use the outer scale for easterly tracks and the inner scale for westerly tracks.) (8) For measuring tracks that are almost directly north and south, a latitude line may be used as a line of reference and the small scale at the centre of the protractor used to determine the heading. (9) In using the straight-edge to determine the distance from the airport of departure to the destination, be sure to use the correct side of the straight-edge for the type of chart in use. The mileage scale on one side of the straight-edge is 1:500,000 for Pilotage Charts and is marked off in both statute and nautical miles. The reverse side of the straight-edge has a scale of 1:1,000,000 for WAC Charts and is also marked off in both statutes and nautical miles. b. **The Douglas Protractor:** (1) A navigation plotter, such as that described above, is not the only instrument that can be used to plot tracks. A simple protractor and a ruler will serve the purpose just as well. (2) The Douglas protractor, being square, can be used both for determining heading and as a straight-edge. The instrument has a compass rose graduated in 360° marked around the outer edges. (3) It is transparent so that, when placed on a map, the map is visible through it. (4) Place the protractor on the map, with the hole in the centre lying on the track at a point **where the north-south line on the protractor lies along the meridian.** If this is not convenient, one of the parallel lines may be lined up parallel with the nearest meridian. The track is read off where it cuts the edge of the protractor – in this case 56° in one direction, or 236° in the opposite direction. (continued next page)	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

NAVIGATION: 417.04	**TRAINING DETAILS**
4. (continued) c. **Ruler**: (1) In addition to a protractor, a pilot requires a ruler to measure distance. A mileage scale is printed on every aeronautical chart and it is a simple matter to measure the distance from the airport of departure to the destination and lay this distance off against the chart scale to determine the mileage. The distance scales on ICAO charts in a given series are nearly, but not exactly constant, and are also affected by humidity. A ruler which is constructed mathematically to scale may not exactly correspond to the map sheet you are using. For practical air pilotage purposes, the difference is inappreciable. For extreme accuracy, note the difference between the ruler and the map scale at the 100-mile mark and apply it. d. Dividers: (1) These are also used to measure distance. Place one end of the dividers at the starting point and the other at the destination. Without changing this setting, place dividers on distance scale on the chart, ensuring correct scale is used, and read off distance.	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
EFFECTIVE SPEAKING: 417.05	5. **TIME:** Two 35-minute periods.
1. **PERFORMANCE:** Plot a flight plan. 2. **CONDITIONS:** a. Given: plotting instruments, charts; and b. Denied: assistance. 3. **STANDARD:** The cadet shall correctly plot a flight plan, including: a. the distance; b. the required magnetic track; and c. the duration of the flight. 4. **TEACHING POINTS:** Normally, a flight will consist of a triangular route. This will require students to do three separate applications of each instrument and thus give a good indication of their mastery of the principles involved.	6. **METHOD/APPROACH:** Cadets' participation. 7. **SUBSTANTIATION:** The purpose of navigation in flying is to determine the distance between two points, the direction to fly in to get from one to the other and the time the flight will take. 8. **REFERENCES:** a. Proficiency Level 4 Handbook; and b. From the Ground Up. 9. **TRAINING AIDS:** 10. **LEARNING AIDS:** 11. **TEST DETAILS:** 12. **REMARKS:** a. do not introduce fuel consumption during this PO; and b. ten-degree drift lines should not be used in this exercise.

CHAPTER 4

LEVEL FOUR

PERFORMANCE OBJECTIVE
TRAINING SUMMARY

A-CR-CCP-269/PH-001
PO 419 – AIRCREW SURVIVAL
PERFORMANCE – ASSIST IN ORGANIZING AND DIRECTING AN AIRCREW SURVIVAL EXERCISE.

EO	PERFORMANCE STATEMENT	NO. OF PER
01	Identify the various components of a bivouac site.	1
02	Assist in organizing and directing an aircrew survival exercise.	**
	Total: ** Time allocated during mandatory support training time.	

CHAPTER 4: LESSON SPECIFICATIONS

COURSE TITLE: LEVEL FOUR **CTS NUMBER: A-CR-CCP-269/PC-001**

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
AIRCRAFT SURVIVAL: 419.01	5. **TIME:** Two 35-minute periods.
1. **PERFORMANCE:** Identify the various components of a bivouac site. 2. **CONDITIONS:** a. Given: b. Denied: assistance. 3. **STANDARD:** The cadet shall identify all the elements of a bivouac site without error, including: a. latrine; b. source of water; c. tent lines – male/female; d. fire pit; e. quarter master (QM); f. access road/path; g. took rack; h. petroleum, oils, lubricants (POL); j. kitchen; and k. safety vehicle.	6. **METHOD/APPROACH:** Lecture. 7. **SUBSTANTIATION:** The cadets must have an understanding of the layout of a bivouac such that they will be able to select a site. 8. **REFERENCES:** Proficiency Level 4 Handbook. 9. **TRAINING AIDS:** Diagram of a bivouac site. 10. **LEARNING AIDS:** 11. **TEST DETAILS:** 12. **REMARKS:** The cadets can be divided into two groups and asked to create the **perfect bivouac site**. The instructor can then evaluate the two proposals and see which one is superior.

(continued next page)

CHAPTER 4: LESSON SPECIFICATIONS COURSE TITLE: LEVEL FOUR	CTS NUMBER: A-CR-CCP-269/PC-001
AIRCREW SURVIVAL: 419.01	**TRAINING DETAILS**
4. **TEACHING POINTS**: a. The following important points should be considered in selecting your site: (1) **WELL-DRAINED GROUND.** The idea is to get high and dry. Pick a spot where light breezes blow and where water will drain off quickly. If you can get gravely soil covered with tough grass, it is even better for drainage. Keep away from lush vegetation (marsh) and clay soil (which makes puddles and mud when it rains). (2) **SAFE SURROUNDINGS**. Tall grass and swamp areas are havens for mosquitoes, heavy underbrush for black flies and the water's for midges. Select a site away from those areas. (3) Check the bivouac site for poison ivy, poison oak and poison sumach. (4) **PURE WATER**. Select a camp-site that is next to a swift-running stream or well. b. Wind Direction. c. Emergency Exit.	

CHAPTER 4

LEVEL FOUR

PERFORMANCE OBJECTIVE
TRAINING SUMMARY

A-CR-CCP-269/PH-001
PO 420 – TRAINING DUTIES
PERFORMANCE – ASSIST SQUADRON TRAINING OFFICER.

EO	PERFORMANCE STATEMENT	NO. OF PER
01	Perform training duties.	20