



National  
Defence

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# Royal Canadian Air Cadets

## COURSE TRAINING PLAN



LEVEL  
**3**



**COURSE TRAINING PLAN**

**ROYAL CANADIAN AIR CADETS  
PROFICIENCY LEVEL THREE**

(This publication supersedes A-CR-CCP-268/PH-001 dated 1997-01-15)

Issued on Authority of the Chief of the Defence Staff

OPI: D Cdts

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**LIST OF EFFECTIVE PAGES**

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Date of issue for original and changed pages are:

Original.....	0.....	1994-04-22	Ch.....	4.....
Ch.....	1.....	1997-01-15	Ch.....	5.....
Ch.....	2.....	1998-07-01	Ch.....	6.....
Ch.....	3.....		Ch.....	7.....

Zero in Change No. Column indicates an original page. The use of the letter E or F indicates the change is in English or French only. Total number of pages in this publication is 149 consisting of the following:

<b>Page No.</b>	<b>Change No.</b>	<b>Page No.</b>	<b>Change No.</b>
Cover.....	0	4-29 to 4-33/4-34.....	0
Title.....	1	4-35 to 4-37/4-38.....	0
A.....	1	4-39 to 4-41/4-42.....	0
B/C.....	0	4-43/4-44.....	0
i/ii.....	0	4-45/4-46.....	0
iii/iv.....	0	4-47/4-48.....	0
v, vi.....	0	4-49/4-50.....	0
1-1, 1-2.....	0	4-51/4-52.....	0
1A-1/1A-2.....	1	4-53 to 4-55/4-56.....	0
1B-1/1B-2.....	0	4-57 to 4-63/4-64.....	0
2-1, 2-2.....	0	4-65/4-66.....	0
3-1 to 3-4.....	0	4-67/4-68.....	0
3A-1, 3A-2.....	0	4-69 to 4-73/4-74.....	0
3B-1/3B-2.....	0	4-75 to 4-81/4-82.....	0
3C-1, 3C-2.....	0	4-83 to 4-85/4-86.....	0
3D-1, 3D-2.....	0	4-87/4-88.....	0
3E-1/3E-2.....	0	4-89/4-90.....	0
3F-1/3F-2.....	0	4-91/4-92.....	0
3G-1, 3G-2.....	0	4-93/4-94.....	0
4-1/4-2.....	0	4-95/4-96.....	0
4-3/4-4.....	0	4-97/4-98.....	0
4-5/4-6.....	0	4-99 to 4-101/4-102.....	0
4-7 to 4-9/4-10.....	0	4-103 to 4-105/4-106.....	0
4-11 to 4-13/4-14.....	0	4-107 to 4-109/4-110.....	0
4-15/4-16.....	0	4-111 to 4-113/4-114.....	0
4-17 to 4-19/4-20.....	0	4-115 to 4-117/4-118.....	0
4-21 to 4-23/4-24.....	0	4-119 to 4-127/4-128.....	0
4-25/4-26.....	0	4-129/4-130.....	0
4-27/4-28.....	0	4-131 to 4-137/4-138.....	0

**LIST OF EFFECTIVE PAGES (Cont)**

<b>Page No.</b>	<b>Change No.</b>	<b>Page No.</b>	<b>Change No.</b>
4-139 to 4-141/4-142 .....	0	4-415 to 4-159/4-160 .....	0
4-143/4-144 .....	0	4-161/4-162 .....	0
		4-163/4-164 .....	0

**Contact Officer: D Cdts 4-4****© 1998 DND/MDN Canada**

B/C

## FOREWORD

1. Course Training Plan (CTP) for Royal Canadian Air Cadets Level Three Training is issued on authority of the Chief of the Defence Staff and is based on the Course Training Standard (CTS), A-CR-CCP-265/PT-001.
2. This publication is effective upon receipt and supersedes A-CR-CCP-268/PH-001 dated 1997-01-15.
3. Suggestions for changes shall be forwarded through normal channels to National Defence Headquarters (NDHQ) Attention: Director Air Cadets.

## PREFACE

1. This CTP was developed by a team of cadet training development officers working for the Director Cadets (D Cdts) 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 and 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 (EOs) within the performance objectives (POs). Each EO defines in precise terms what skill the individual trainee must demonstrate to achieve the final PO.
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).

## CONTENTS

	PAGE
<b>CHAPTER 1 – GENERAL</b> .....	<b>1-1</b>
Outline of Training .....	1-1
Conduct of Training .....	1-2
Use of CTP .....	1-2
<b>Annex A – Course Summary</b> .....	<b>1A-1/1A-2</b>
<b>Annex B – Suggested Course Timetable</b> .....	<b>1B-1/1B-2</b>
<b>CHAPTER 2 – COURSE MANAGEMENT DETAILS</b> .....	<b>2-1</b>
Aim .....	2-1
Critical Requirements .....	2-1
<b>CHAPTER 3 – ASSESSMENT OF CADETS</b> .....	<b>3-1</b>
General. ....	3-1
Specific Assessment Guidelines.....	3-1
Grading. ....	3-2
Re-testing .....	3-3
Progress Monitoring .....	3-3
Unsatisfactory Course Progress.....	3-4
Course Reporting .....	3-4
<b>Annex A – PO 401 Drill Evaluation – Level Three</b> .....	<b>3A-1</b>
<b>Annex B – PO 405 Air Cadet Fitness Programme – Test Record Chart</b> .....	<b>3B-1/3B-2</b>
<b>Annex C – PO 408 Leadership Evaluation – Level Three</b> .....	<b>3C1</b>
<b>Annex D – PO 409 Instructional Techniques Evaluation – Level Three</b> .....	<b>3D-1</b>
<b>Annex E – PO 416 Propulsion</b> .....	<b>3E-1/3E-2</b>
<b>Annex F – Uniform Inspection Evaluation Form</b> .....	<b>3F-1/3F-2</b>
<b>Annex G – Royal Canadian Air Cadets – Cadet Information Sheet and Academic Record (DND 1964)</b> .....	<b>3G-1</b>
<b>CHAPTER 4 – PERFORMANCE OBJECTIVE</b> .....	<b>4-1/4-2</b>
401 Drill .....	4-1/4-2
402 Drill Instruction.....	4-15/4-16
403 General Cadet Knowledge .....	4-25/4-26
404 Citizenship .....	4-33/4-34
405 Physical Fitness.....	4-37/4-38
406 Sensible Living .....	4-41/4-42

**CONTENTS (Cont)**

	<b>PAGE</b>
407 First Aid – not allocated for Level Three .....	4-45/4-46
408 Leadership.....	4-47/4-48
409 Instructional Techniques.....	4-67/4-68
410 Effective Speaking – not allocated for Level Three .....	4-85/4-86
411 Aircraft Identification – not allocated for Level Three.....	4-87/4-88
412 Aeronautical Facilities – not allocated for Level Three .....	4-89/4-90
413 Meteorology – not allocated for Level Three .....	4-91/4-92
414 Principles of Flight – not allocated for Level Three.....	4-93/4-94
415 Airframe Structures – not allocated for Level Three .....	4-95/4-96
416 Propulsion .....	4-97/4-98
417 Navigation .....	4-117/4-118
418 Radio Communications .....	4-129/4-130
419 Aircrew Survival.....	4-143/4-144
420 Training – not allocated for Level Three .....	4-161/4-162
421 Range – not allocated for Level Three.....	4-163/4-164



## CHAPTER 1

### GENERAL

#### OUTLINE OF TRAINING

1. **Description of Need.** The Air Cadet Mandatory and Mandatory Support Programmes include training in leadership, citizenship, physical fitness and aviation subjects. A need exists to provide air cadets with an opportunity to gain experience and to expand their knowledge to more effectively carry out their duties. The cadet is eligible to be recommended for promotion to flight sergeant upon completion of Level Three and a summer course other than Basic.
2. **Scope.** The following subject areas will be covered:
  - a. Drill – PO 401.
  - b. Drill Instruction – PO 402.
  - c. General Cadet Knowledge – PO 403.
  - d. Citizenship – PO 404.
  - e. Physical Fitness – PO 405.
  - f. Sensible Living – PO 406.
  - g. Leadership – PO 408.
  - h. Instructional Techniques – PO 409.
  - j. Propulsion – PO 416.
  - k. Navigation – PO 417.
  - m. Radio Communications – PO 418.
  - n. Aircrew Survival – PO 419.
3. **Programme Design.** This programme is designed to be completed during mandatory and mandatory support training time. Mandatory training is training conducted to achieve POs outlined in the CTS. 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 Three is based on:
  - a. 30 training sessions (one per week) –
    - (1) 25 sessions dedicated to Proficiency Level Three, and
    - (2) five sessions used at the squadron commander's discretion.
  - 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's annual review.

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

#### **CONDUCT OF TRAINING**

6. **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 or principles, or 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 of instruction where 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 handouts; requires the completion of a project or research paper; or prescribes problems and exercises for the practise of a skill.

7. As the majority of the POs are skilled-related and hands-on, an experimental learning approach is essential.

#### **USE OF CTP**

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

<b>COURSE SUMMARY</b>		
<b>LEVEL THREE</b>		
<b>PERFORMANCE OBJECTIVES LEVEL THREE</b>	<b>MANDATORY TRAINING PERIODS</b>	<b>MANDATORY SUPPORT TRAINING</b>
401 Drill	7	1 day – squadron's annual review
402 Drill Instruction	7	
403 General Cadet Knowledge	3	
404 Citizenship	4	2 days (2 activities)
405 Physical Fitness	1	2 days (2 activities)
406 Sensible Living	3	
408 Leadership	8	
409 Instructional Techniques	15	
416 Propulsion	7	one gliding familiarization day for PO'S
417 Navigation	6	416, 417 inclusive. <b>(See note below)</b>
418 Radio Communications	6	
419 Aircrew Survival	8	2 days (one weekend exercise)
	<u>75</u>	
Commanding Officer's (CO's) Periods	<u>15</u>	
<b>Total</b>	<b>90</b>	<b>8 Mandatory Support Training Days</b>

**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 91-92

#### MANDATORY TRAINING - ENTRAÎNEMENT OBLIGATOIRE

TIME/HEURE	PERIOD/PÉRIODE 1				PERIOD/PÉRIODE 2				PERIOD/PÉRIODE 3				REMAR- QUES REMARKS	
	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		403 02	403 02	401 02		401 03	CO 01	403 01	
	27	2	40 03	401 01	403 02		403 04	403 03	408 01		401 02	403 04	408 02	
OCTOBER	4	3	403 05	401 02	403 03		404 01	403 05	401 03		401 01	CO 02	416 01	
	11	4	403 06	403 06	401 04		404 02	403 06	408 03		401 04	CO 03	408 04	
	18	5	CO 01	401 03	CO 01		403 08	403 06	401 05		403 09	403 06	416 02	
NOVEMBER	25	6	403 07	401 04	408 05		403 07	403 06	401 06		403 07	CO 04	CO 02	
	1	7	403 eval	406 01	406 01		CO 02	408 01	408 05		401 05	408 01	416 03	
	8	8	CO 03	401 05	CO 03		410 01	408 02	401 06		401 06	408 03	CO 04	
	15	9	421 01	401 04	408 06		410 01	408 04	408 07		401 07	408 04	416 04	
	22	10	421 02	CO 05	CO 05		CO 04	418 01	402 01		401 08	418 02	416 04	
	29	11	421 03	404 01	402 02		421 03	404 02	405 01		401 09	404 03	416 05	
DECEMBER	6	12	421 04	401 06	404 01		421 05	404 04	402 03		401 10	404 04	416 eval	
	13	13	415 01	401 07	CO 06		415 02	405 01	404 01		401 11	CO 06	CO 07	
	20	14	415 03	CO 07	404 01		415 03	CO 08	402 03		401 12	CO 09	404 01	
JANUARY	10	15	415 03	401 08	409 01		415 04	410 01	402 03		401 13	410 02	409 01	
	17	16	415 eval	410 02	402 03		CO 05	406 02	406 02		401 14	410 03	402 03	
	24	17	411 01	401 09	409 02		411 02	CO 10	417 01		411 03	CO 11	CO 08	
	31	18	CO 06	401 10	409 03		CO 07	416 01	417 02		401 15	416 02	417 03	
FEBRUARY	7	19	411 eval	CO 12	409 04		412 01	416 03	417 04		412 01	416 04	CO 09	
	14	20	412 03	401 10	409 05		412 04	416 eval	409 05		401 16	CO 13	417 04	
	21	21	412 04	CO 14	409 06		412 04	414 01	409 06		401 17	414 02	417 eval	
	28	22	406 01	401 10	409 07		406 01	414 03	409 07		406 01	414 04	CO 10	
MARCH	6	23	CO 08	410 04	418 01		405 01	410 05	418 01		401 18	414 05	419 01	
	13	24	CO 09	401 eval	409 08		CO 10	406 03	406 03		401 19	410 05	409 08	
	27	25	CO 11	401 eval	409 08		419 01	410 05	419 02		401 20	410 05	409 08	
APRIL	3	26	419 02	414 eval	CO 11		419 03	CO 15	418 02		CO 12	CO 16	418 02	
	10	27	419 04	401 eval	418 03		419 05	419 01	419 03		401 21	419 02	419 03	
	17	28	CO 13	419 03	418 04		401 21	CO 17	419 04		401 21	CO 18	419 05	
	24	29	CO 14	CO 19	419 06		401 eval	CO 20	419 07		401 eval	CO 21	CO 12	
MAY	1	30	CO 15	CO 22	CO 13		CO 16	CO 23	CO 14		CO 17	CO 24	CO 15	
MONTH/ MOIS														
DATE														
WEEK/ SEM.														

## CHAPTER 2

### COURSE MANAGEMENT DETAILS

#### AIM

1. The aim of the Proficiency Level Three course is to train a cadet to perform the duties of a Level Three cadet as detailed in **Air Cadet Specifications**.

#### CRITICAL REQUIREMENTS

2. **Course Duration.** The duration of this course is 25 training sessions plus the following exercises, during mandatory support training time:

- a. 1 September to 30 June – one familiarization flying day (gliding, Canadian Forces (CF) or other), and one weekend exercise;
- b. 1 September to 31 December – two 1-day exercises; and
- c. 1 January to 30 June – two 1-day exercises.

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

4. In summary, the course is composed of the following:

- a. 30 training sessions (one per week) –
  - (1) 25 sessions dedicated to Proficiently Level Three, and
  - (2) five sessions used at the squadron commander's discretion; and
- b. eight mandatory support training days.

5. **Instructor Allocation.** The following apply:

- a. Training officer.
- b. Officer instructor – course training officer.
- c. Level IV qualified cadet instructors.

6. **Course Capacity.** The course capacity will be dependent on the resources available at each squadron. As well, enrolment will remain in accordance with the squadron's designated quota.

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

- a. area to conduct drill instruction;
- b. classroom space; and
- c. area to conduct sports activities.

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

- a. **Transportation.** 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, coleman stoves.

9. **Citizenship Training.** Practical citizenship training must be conducted at the squadron. Cadets must deliver a 15-minute speech on a community group of their choice and participate in a minimum of two activities over the training year. 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 1, paragraph 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;
- g. senior citizen home visits;
- h. city dedication ceremonies; and
- j. assistance with civic events.

## CHAPTER 3

### ASSESSMENT OF CADETS

#### GENERAL

1. **Course Assessment.** A pass/fail assessment of each cadet will be based on:
  - a. successfully meeting the standards of POs as stated in Chapter 4 of this CTP; and
  - b. the cadet's overall behaviour.
2. **Performance Checks (PC).** Most POs will be assessed using PCs. POs not able to be assessed practically shall be evaluated by TSKs. These tests can be oral or written, although it is recommended they be oral. The pass mark is 60 per cent.

#### SPECIFIC ASSESSMENT GUIDELINES

3. **PO 401 – Drill.** The cadet must command a flight to execute foot drill in accordance with A-PD-201-000/PT-001. Attached in Annex A of this chapter is the check-list and the assessment guide.
4. **PO 402 – Drill Instruction.** In order to pass PO 402 the cadet will assist a drill instructor by forming a squad prior to the lesson, discreetly correcting the faults, calling the time and using mechanical aids, if required, by the instructor. The cadet must take an active yet discreet part in the teaching process as directed by the instructor of the lesson.
5. **PO 403 – General Cadet Knowledge.** To pass PO 403 the cadet must complete all the EOs in this PO. The cadet's standard of dress and deportment will be a reflection of the individual's pride in and loyalty to the Royal Canadian Air Cadets. Dress and deportment must be monitored for the duration of the course and poor behaviour in this regard should be reflected in the comments section on the Cadet Academic Record (Annex G). If uniform is to be assessed for inter-flight competition purposes, the evaluation form from the CTP, Level One, Chapter 3, Annex B is to be used.
6. **PO 404 – Citizenship.** In order to pass PO 404 cadets must:
  - a. participate in a minimum of two community activities, and
  - b. prepare and deliver a 15-minute speech on a community group of their choice.
7. **PO 405 – Physical Fitness.** Air Cadet Fitness Programme (ACFP) testing will be conducted once a year to determine cadets' level of physical fitness. Cadets must participate in one team sports activity with the squadron during the training year. Regardless of previous certification, cadets should complete ACFP testing. Participation in the ACFP testing helps to satisfy one of the aims of the cadet sports programme: promoting working together and encouraging others.
8. **PO 406 – Sensible Living.** There is no evaluation for this PO, although attendance of lectures is required.
9. **PO 408 – Leadership.** In order to pass PO 408, the cadet must successfully carry out three different tasks, as a leader, throughout the year. The tasks will be assigned and assessed by the cadet's flight commander or the course officer. The assigned tasks should require the cadet to use leadership skills with a small group of cadets (eg, duty corporal, clean-up after an activity, discipline during a trip, etc). The evaluation will consider the cadet's interaction with junior cadets, the cadet's ability to communicate, the cadet's ability to supervise and the cadet's ability to take good initiatives when needed. Each task will be assessed using the evaluation form attached in Annex C. As well, each cadet will be given a written assessment after the completion of each task to help improve the cadet's weak points and build on the strong ones.

10. **PO 409 – Instructional Techniques.** In order to pass PO 409 the cadet must prepare and deliver a 15-minute lesson using at least one visual aid, proper questioning techniques and providing the instructor with a lesson plan. Attached Annex D is the evaluation form for this PO.

11. **PO 416 – Propulsion.** The cadet must respond correctly to oral questions on this PO. Answers do not have to be detailed. The questions are contained in Annex E.

12. **PO 417 – Navigation.** In order to pass this PO the cadet must:

- a. correctly identify the co-ordinates of two points on an aeronautical map; and
- b. correctly determine the direction of a plane flying from point A to point B (predetermined by the instructor) using the true north, the Prime Meridian and the compass rose.

13. **PO 418 – Radio-Communication.** The cadet will use radio voice procedures, according to references, to conduct a distress and an urgency call.

14. **PO 419 – Aircrew Survival.** The cadet will participate in a weekend survival exercise. Attendance is the minimum requirement for this PO.

## **GRADING**

15. POs 401 and 409 will be graded. POs 402, 403, 404, 405, 406, 408, 416, 417, 418 and 419 will not be graded. They will be assessed as Pass/Fail only.

16. **Level Three Grading.** Grades are defined as:

a. **A – Above Standard Performance.** The following apply:

- (1) received a grade of 80 per cent or greater in POs 401 and 409;
- (2) obtained a pass on 10 of 10 remaining Level Three POs; and
- (3) enthusiastically approached all tasks, helped others achieve POs and participated actively in all aspects of squadron life.

b. **B – Standard Performance.** The following apply:

- (1) received a grade of 60 per cent or greater in POs 401 and 409;
- (2) obtained a pass on at least 8 of 10 remaining Level Three POs; and
- (3) approached all tasks enthusiastically.

c. **C – Minimum Performance.** The following apply:

- (1) received a minimum grade of 60 per cent or greater in POs 401 and 409;
- (2) obtained a pass on at least 6 of 10 remaining Level Three POs; and
- (3) displayed inappropriate behaviour at some time during the course.



- d. **F – Fail.** The following apply:
- (1) the cadet did not receive a minimum of 60 per cent on POs 401 and 409;
  - (2) the cadet received a fail on 5 of 10 Level Three POs; and
  - (3) the cadet failed to present a minimum standard of deportment and behaviour expected of Level Three cadets.

### RE-TESTING

17. 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 paragraphs 25 to 28 for further details). If, in the judgement of the CO, unusual circumstances exist, a further attempt may be granted. The details shall be recorded on the cadet's file.

### PROGRESS MONITORING

18. Continuous monitoring of a cadet's progress is required at the squadron in order to provide the following:
- a. early warning of a cadet's difficulties; and
  - b. feedback on the effectiveness of training.
19. Mechanisms used for this purpose include:
- a. cadet interviews; and
  - b. enabling checks.
20. **Cadet's Progress File.** Progress files will be used to record observations on a cadets' performance. The course training officer will ensure 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.
21. Cadets experiencing difficulty in any area of performance are to be counselled with regard to the nature of their shortcomings. Corrective action will be suggested.
22. **Cadet Interviews.** Cadet interviews will be carried out by the course training officer. There will be a minimum of one interview per training year.
23. Any areas of weakness will be identified during these interviews.
24. **Enabling Checks.** Short quizzes based on training received during the course should be conducted regularly. These quizzes can act as early warnings of training deficiencies and should reduce the number of re-tests.

### **UNSATISFACTORY COURSE PROGRESS**

25. Unsatisfactory course progress is indicated by:
  - a. failure of a PO; and/or
  - b. inappropriate behaviour.
26. All PO failures will be submitted to the CO of the squadron for consideration. The CO will review:
  - a. the seriousness of failure;
  - b. performance on related POs;
  - c. indications of any earlier trouble and action taken;
  - d. overall course performance; and
  - e. feasibility of a re-test.
27. The CO or training officer will make a recommendation for either a re-test or failure.
28. In addressing inappropriate behaviour on the part of a cadet, COs should follow normal counselling procedures.

### **COURSE REPORTING**

29. Academic records will be prepared on each cadet. Enclosed in Annex G is the Cadet Academic Record where a cadet's success or failure in a course will be recorded.
30. The Cadet Academic Record will indicate a "Pass" or "Fail".
31. The Academic Record will contain a narrative description of the cadet's performance in the course including specific details regarding:
  - a. any POs in which the cadet demonstrated exceptional ability; and
  - b. any POs in which the cadet had difficulty.
32. 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 action; and
  - c. any recommendations for future courses/employment.

## PO 401 DRILL EVALUATION - LEVEL 3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### PART 1 WORDS OF COMMAND

	CAUTIONARY COMMANDS	EXECUTIVE COMMANDS	WORDS OF COMMAND	TOTAL
	2	2	2	
1. _____				
2. _____				
3. _____				
4. _____				
5. _____				
6. _____				
7. _____				
8. _____				
9. _____				
10. _____				

### INSTRUCTIONS

- A. Cadets must create their own drill sequence and write the commands in the space provided above.
- B. The cadet must hand in a copy of the sequence to the evaluator prior to the test.
- C. If necessary, the cadet may use this evaluation sheet to follow the sequence while undergoing evaluation. The cadet is being assessed on the ability to make use of the course knowledge, not the capacity to memorize.
- D. A maximum of drill movements at the halt is permitted. There is no time limit.

**PART 2 EXECUTION**

**A. APPEARANCE AND DEPARTMENT**

- Posture 0 1 2 3 4
- Military bearing 0 1 2 3 4
- Sharpness of movements 0 1 2 3 4

**B. VOICE**

- Articulation 0 1 2 3 4
- Volume 0 1 2 3 4
- Clarity 0 1 2 3 4
- Breathing 0 1 2 3 4

**C. GROUP CONTROL**

- Correction of errors 0 1 2 3 4
- Group control 0 1 2 3 4
- Eye contact 0 1 2 3 4

(0) Non-existent (1) Did not achieve the standard (2) Met the standard with difficulties  
 (3) Met the standard required (4) Surpassed the standard required

**Evaluator's comments**

<b>Total</b>	Part 1 Words of Command	<b>/60</b>
	Part 2 Execution	<b>/40</b>
	<b>Total</b>	<b>/100</b>



## 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 THREE**

CADET'S NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
EVALUATOR: \_\_\_\_\_ TASK: 1 2 3

Task to be accomplished

1. *The evaluator must brief the cadet on the task to be performed, giving as much information as necessary, making sure the cadet fully understands the aim and what is to be accomplished.*
2. *The evaluator must not interfere in the cadet's decision-making process.*
3. *The cadet must meet with the evaluator immediately following the completion of the task in order to give an account of the cadet's decisions and actions.*

---

**PART A – ORDER-GIVING PROCESS. Did the cadet:**

- devise a workable plan (5 Ws)? Y N
- choose the appropriate type of order for the task? Y N
- deliver a clear, concise, correct and coherent order? Y N
- let the followers know exactly what is expected of them? Y N
- ensure the followers fully understand the order? Y N

---

**PART B – SUPERVISION. Did the cadet:**

- make sure the job is done according to standard? Y N
  - spot check while the order is being carried out? Y N
  - encourage and motivate the followers? Y N
  - detect and correct errors immediately? Y N
  - react to the quality of work done? Y N
-

**EVALUATOR'S COMMENTS (strengths, weaknesses, completion of task)**

**FINAL MARK**

The final mark must reflect the cadet's ability to use the guidelines found in references to execute the assigned task.

A minimum of 6 "YES" responses is required to obtain the PASS mark.

PASS

FAIL

\_\_\_\_\_  
Cadet's signature: \_\_\_\_\_

\_\_\_\_\_  
Evaluator's signature: \_\_\_\_\_

**PO 409 INSTRUCTIONAL TECHNIQUES  
EVALUATION – LEVEL THREE  
15-MINUTE LESSON**

CADET: \_\_\_\_\_ DATE: \_\_\_\_\_

PO/EO: \_\_\_\_\_ 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 before the lesson	0 - 4

Comments:

**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

Comments:

(0) Non-existent (1) Did not achieve the standard (2) Met the standard with difficulties  
(3) Met the standard required (4) Surpassed the standard required



---

**PART 2 – CADET’S PERFORMANCE**

---

**A. INTRODUCTION** - Did the cadet:

- state the aim of the lesson? 0 1 2 3 4
- motivate the class? 0 1 2 3 4
- briefly introduce main points? 0 1 2 3 4

**B. BODY** - Did the cadet:

- show evidence of good preparation? 0 1 2 3 4
- emphasize the strong 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 at the end? 0 1 2 3 4

**D. CONCLUSION** - Did the cadet:

- remotivate the students? 0 1 2 3 4
- summarize the objectives of the lesson at the end? 0 1 2 3 4

**E. TIMING** -

- between 14 and 16 minutes.... 4 points**
  - between 14 and 13 minutes.... 2 points**
  - between 16 and 17 minutes.... 2 points**
  - less than 13 minutes..... 0 point**
  - more than 17 minutes..... 0 point**
- 0 - 2 - 4

**F.** Did the cadet follow the lesson plan?

0 1 2 3 4

---

**Total**

Part 1 - Lesson preparation /40  
Part 2 - Cadet's performance /60  
**Total /100**

Evaluator's comments:

### PO 416 PROPULSION

Instructions: Cadets are to respond correctly to questions using a model or diagram to illustrate their answer. Questions may be divided among cadets to accommodate large numbers of cadets or cadets may be divided into teams.

Testing Aids: pictures or diagrams.

1. State the four types of propellers.
2. State the two types of fuel systems.
3. Where are the fuel tanks usually located?
4. What is the main function of a carburettor?
5. What is the mixture control for?
6. How does the supercharger work and what is its main advantage?
7. What is a turbocharger?
8. Identify four of the following engine instruments and explain their function:
  - a. the oil temperature gauge;
  - b. the oil pressure gauge;
  - c. the cylinder head temperature gauge;
  - d. the carburettor air temperature gauge;
  - e. the outside air temperature gauge;
  - f. the tachometer; and
  - g. the manifold pressure gauge.

**UNIFORM INSPECTION EVALUATION FORM/  
INSPECTION MENSUELLE DES UNIFORMES**

(General Cadet Knowledge 403.07)  
(Selon l'OREN 403.07 Connaissances générales)

FLIGHT/ SECTION:	MONTH/ MOIS:	%	FLIGHT/ SECTION:	%			
PRESENT/ PRESENCES: ( )	GENERAL COMMENTS (Steadines, Dressing, etc) COMMENTAIRES GENERAUX (tenue, alignement, etc.)						
ABSENT/ ABSENCES: ( )							
EXCUSED WITH LEAVE/ EXCUSES: ( )							
NAME/NOMS	wedge/ kepi /1	hair cheveux /2	jacket/ jacket /2	badges/ écussons /1	pants/ pantalon /2	boots/ bottes /2	TOTAL/ TOTAL /10
1.							
Remarks/ Remarques:							
2.							
Remarks/ Remarques:							
3.							
Remarks/ Remarques:							
4.							
Remarks/ Remarques:							
5.							
Remarks/ Remarques:							
6.							
Remarks/ Remarques:							
7.							
Remarks/ Remarques:							
8.							
Remarks/ Remarques:							
9.							
Remarks/ Remarques:							
10.							
Remarks/ Remarques:							
11.							
Remarks/ Remarques:							
12.							
Remarks/ Remarques:							
13.							
Remarks/ Remarques:							
14.							
Remarks/ Remarques:							
15.							
Remarks/ Remarques:							
16.							
Remarks/ Remarques:							
17.							
Remarks/ Remarques:							
18.							
Remarks/ Remarques:							
19.							
Remarks/ Remarques:							
20.							
Remarks/ Remarques:							

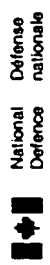
Royal Canadian Air Cadets / Cadets de l'aviation Royale du Canada

EVALUATOR/  
EVALUATEUR: \_\_\_\_\_  
Signature

FLIGHT COMMANDER/  
CMDT DE SECTION: \_\_\_\_\_  
Signature

**ROYAL CANADIAN AIR CADETS - CADET INFORMATION SHEET**

SQUADRON



HEALTH NUMBER	SURNAME	FIRST NAME	M <input type="checkbox"/> F <input type="checkbox"/>	RELIGION
ADDRESS	CITY		TEL. NO.	
DOB	REGISTRATION DATE (TOS)	CLEARANCE DATE (SOS)	PARENT/GUARDIAN	
CF - 1188	BIRTH C.	CF - 910	UNIFORM	CHECK INITIALS
			TRAINING	SUPPLY
			CO	ADMIN

RANK	PREREQUISITES		DATE	REASON FOR LEAVING
	PROFICIENCY LEVEL	MANDATORY (minimum)		
Corporal	1	SUMMER TRAINING		
Sergeant	2	Familiarization		
Flight Sergeant	3	Introductory Speciality		
WO 2	4	Advanced Speciality		
WO 1	5	Advanced Speciality		

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

COMMANING OFFICER \_\_\_\_\_

FORMULE EN FRANÇAIS DND 1984

DND 1984 (2 94) 7530-21-910-7790

Design: DCA (2-2-2)

**ROYAL CANADIAN AIR CADET – ACADEMIC RECORD**  
SQUADRON \_\_\_\_\_

CADET'S NAME	MANDATORY TRAINING	Level 1 attained	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Final Mark
<b>LEVEL 1</b>					
19 _____ to _____					A B C F
401 Drill _____ %	410 Effective Speaking	P - F			Comments _____ _____ _____ _____ _____ _____
403 General Cadet Knowledge _____ %	411 Aircraft Identification	P - F			
404 Citizenship _____ %	412 Aeronautical Facilities	P - F			
405 Physical Fitness _____ %	415 Airframe Structure	P - F			
406 Sensible Living _____ %	419 Aircrew Survival	P - F			
	421 Shooting/Range	P - F			
<b>LEVEL 2</b>					
19 _____ to _____					A B C F
401 Drill _____ %	408 Leadership	P - F			Comments _____ _____ _____ _____ _____ _____
403 General Cadet Knowledge _____ %	410 Effective Speaking	P - F			
404 Citizenship _____ %	414 Principles of Flight	P - F			
405 Physical Fitness _____ %	416 Propulsion	P - F			
406 Sensible Living _____ %	418 Radio Communication	P - F			
	419 Aircrew Survival	P - F			
<b>LEVEL 3</b>					
19 _____ to _____					A B C F
401 Drill _____ %	408 Leadership	P - F			Comments _____ _____ _____ _____ _____ _____
402 Drill Instruction _____ %	409 Instructional Techniques	P - F			
403 General Cadet Knowledge _____ %	416 Propulsion	P - F			
404 Citizenship _____ %	417 Navigation	P - F			
405 Physical Fitness _____ %	418 Radio Communication	P - F			
406 Sensible Living _____ %	419 Aircrew Survival	P - F			
<b>LEVEL 4</b>					
19 _____ to _____					A B C F
401 Drill _____ %	409 Instructional Techniques	P - F			Comments _____ _____ _____ _____ _____ _____
402 Drill Instruction _____ %	413 Meteorology	P - F			
404 Citizenship _____ %	417 Navigation	P - F			
405 Physical Fitness _____ %	419 Aircrew Survival	P - F			
406 Sensible Living _____ %	420 Training Duties	P - F			
408 Leadership _____ %		P - F			
<b>Comments/Recommendations</b>					
					Training Officer _____

**CHAPTER 4: LESSON SPECIFICATIONS**  
**COURSE TITLE: LEVEL THREE**

**PO**  
**TRAINING SUMMARY**

**CTS: A-CR-CCP-265/PC-001**  
**PO 401 DRILL**  
**PERFORMANCE – Command a flight to execute foot drill.**

**A. CTP TRAINING**

EO	PERFORMANCE STATEMENTS	NUMBER OF PERIODS
01	Identify formations of a flight and personnel positions.	1
02	React to cautionary commands.	1
03	Form up and dress as a member of a flight in line.	1
04	Conduct an inspection of a flight.	1
05	Give drill commands.	1
06	Command a flight to execute foot drill.	2
<b>TOTAL</b>		<b>7</b>

**B. MANDATORY SUPPORT TRAINING**

\*The cadet must participate in the squadron's annual inspection.

4-1/4-2

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>DRILL: 401.01</b>	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Identify formations of a flight and personnel positions. 2. <b>CONDITIONS:</b> a. Given – a flight; and b. Denied – assistance. 3. <b>STANDARD</b> – The cadet will correctly identify, from memory, the different formations of a flight including all personnel positions for each of the following: a. flight in line; b. flight in column of threes; and c. flight in column of route.	6. <b>METHOD/APPROACH:</b> a. Demonstrate/explain/execute/repeat; and b. Individual correction.	
4. <b>TEACHING POINTS</b> – Symbols for: a. front rank b. centre rank; c. rear rank; d. cadet; e. flight commander; f. flight sergeant; and g. marker.	7. <b>SUBSTANTIATION</b> – Level Three cadets will be required to participate in flight drill; therefore, they should be aware of the different formations and positions more likely to be used.	
	8. <b>REFERENCES:</b> a. A-PD-201-000/PT-000, Canadian Forces Manual of Drill and Ceremonial; and b. Level Three Handbook.	
	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – NA.
	11. <b>TEST DETAILS</b> – Each cadet will be checked independently and will be required to adopt drill positions as ordered.	
	12. <b>REMARKS</b> – NA.	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>DRILL: 401.02</b>	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – React to cautionary commands. 2. <b>CONDITIONS:</b> a. Given – flight; and b. Denied – assistance. 3. <b>STANDARD</b> – The cadet will correctly react to cautionary commands including the following: a. advance; b. retire; c. move to the right (left); and d. by the left (right).	6. <b>METHOD/APPROACH:</b> a. Demonstrate/explain/execute/repeat; and b. Individual correction.	
4. <b>TEACHING POINTS:</b> a. dressing by the flanks; b. advance in review order; c. words of command; d. flight in column of threes; e. flight in column of route; and f. positioning of personnel.	7. <b>SUBSTANTIATION</b> – Cautionary commands are essential to well-executed, precise drill.	
	8. <b>REFERENCES:</b> a. A-PD-201-000/PT-000, Canadian Forces Manual of Drill and Ceremonial; and b. Level Three Handbook.	
	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – NA.
	11. <b>TEST DETAILS</b> – Each cadet will be checked independently and will be required to adopt a drill position as ordered.	
	12. <b>REMARKS:</b> a. Put the emphasis on the dressing flanks. b. Cautionary commands should be used as often as possible.	



**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>DRILL: 401.03</b>	5. <b>TIME</b> – One 35-minute period.	
<p>1. <b>PERFORMANCE</b> – Follow correct procedures for:</p> <ul style="list-style-type: none"> <li>a. the formation of a flight on parade; and</li> <li>b. dressing a flight in line.</li> </ul> <p>2. <b>CONDITIONS:</b></p> <ul style="list-style-type: none"> <li>a. Given – flight; and</li> <li>b. Denied – assistance.</li> </ul> <p>3. <b>STANDARD</b> – The cadet will follow correct drill procedures for the formation and the dressing of a flight in line by:</p> <ul style="list-style-type: none"> <li>a. Formation of a flight:                             <ul style="list-style-type: none"> <li>(1) forming up in a squad at the edge of the parade ground at stand-at-ease;</li> <li>(2) assuming the position of marker if designated;</li> <li>(3) on the command "MARKER", coming to attention and marching to a position three paces in front of and facing the flight sergeant; and</li> <li>(4) on the command "FALL-IN", coming to attention, marching onto the parade ground, halting at the left and covering off the markers.</li> </ul> </li> <li>b. Dressing a flight in line:                             <ul style="list-style-type: none"> <li>(1) dressing to the right (left) as ordered;</li> </ul> </li> </ul>	<p>6. <b>METHOD/APPROACH:</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate/explain/execute/repeat; and</li> <li>b. Individual correction.</li> </ul>	
	7. <b>SUBSTANTIATION</b> – NA.	
	<p>8. <b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>a. A-PD-201-000/PT-000, Canadian Forces Manual of Drill and Ceremonial; and</li> <li>b. Level Three Handbook.</li> </ul>	
	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – NA.
	11. <b>TEST DETAILS</b> – Each cadet will be checked independently and will be required to adopt a drill position as ordered.	
	12. <b>REMARKS</b> – The instructor should point out the difference between the rank and the position of flight sergeant.	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**DRILL: 401.03 (cont)**

- (2) the flight sergeant steps off, wheels to the right, marches six paces to the right of the right flank, wheels to the left and halts, facing the front rank and in line with it;
- (3) the flight sergeant then turns left and dresses the front rank and orders "FRONT RANK STEADY";
- (4) the flight sergeant then turns left, and keeping arms at the side, paces off the interval, halts, turns right, dresses the centre rank and orders "CENTRE RANK STEADY";
- (5) the flight sergeant then dresses the rear rank;
- (6) the flight commander then orders "EYES FRONT"; and
- (7) the flight sergeant marches to position at the rear of the flight.

**4. TEACHING POINTS:**

- a. Commands.
- b. Procedures to be followed by the flight commander and the flight sergeant.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

<b>EO AND TEACHING POINTS</b>	<b>TRAINING DETAILS</b>	
<b>DRILL:</b> 401.04	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Conduct an inspection of a flight. 2. <b>CONDITIONS:</b> a. Given – flight; and b. Denied – assistance.	6. <b>METHOD/APPROACH:</b> a. Demonstrate/explain/execute/repeat; and b. Individual correction.	
3. <b>STANDARD</b> – The cadet will follow correct procedures for the inspection of a flight by: a. ensuring the flight is inspected at the open order; b. inspecting the front and the rear of each rank commencing at the right flank of the front rank and proceeding in counter-clockwise direction around each rank in turn; and c. making sure each rank is inspected in the position of attention. Ranks not under inspection at the time may be ordered to stand-at-ease.	7. <b>SUBSTANTIATION</b> – Most Level Three cadets are already inspecting cadets as junior non-commissioned officers (NCOs) in a flight. They must know the correct procedure to conduct an inspection.	
4. <b>TEACHING POINTS:</b> a. If a cadet is ordered to adjust equipment during inspection, the cadet shall do so immediately. b. The inspection of an individual is to commence at the head and work down to the feet.	8. <b>REFERENCES:</b> a. A-PD-201-000/PT-000, Canadian Forces Manual of Drill and Ceremonial; and b. Level Three Handbook.	
	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – NA.
	11. <b>TEST DETAILS</b> – NA.	
	12. <b>REMARKS:</b> a. The purpose of an inspection is to make sure cadets' uniform standard improves gradually but constantly. b. Be sure to follow established standards.	

4-9/4-10

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>DRILL: 401.05</b>	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Give drill commands. 2. <b>CONDITIONS:</b> a. Given – survival practice area; and b. Denied – assistance.	6. <b>METHOD/APPROACH:</b> a. Demonstrate/explain/execute/repeat; and b. Cadet practice.	
3. <b>STANDARD</b> – The cadet will correctly give drill commands by:	7. <b>SUBSTANTIATION</b> – Each cadet will have to give orders at some point. It is important cadets use a proper technique to deliver these orders.	
a. standing at attention; b. breathing deeply; c. not straining vocal cords; d. using the correct sequence for words of command including the use of cautionary and executive commands; and	8. <b>REFERENCES:</b> a. A-PD-201-000/PT-000, Canadian Forces Manual of Drill and Ceremonial; and b. Level Three Handbook.	
e. taking care to pronounce words clearly.	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – NA.
4. <b>TEACHING POINTS:</b> a. Breathing technique. b. Words of command:	11. <b>TEST DETAILS</b> – Cadets will be checked individually and will be required to execute the movements themselves.	
(1) cautionary command; and (2) executive command. c. Meaning of: (1) advance versus retire when in line and in threes;	12. <b>REMARKS:</b> a. This lesson is not intended as an evaluation. Each cadet should be given the opportunity to practise freely under supervision. b. Cadets should be made aware that they will have to command a squad during 401.06 and be given a copy of the evaluation form.	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**DRILL: 401.05 (cont)**

- (2) to the right (left);
- (3) by the left (right) (directing flank); and
- (4) as you were.

c. This lesson should be fun for the cadets.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>DRILL: 401.06</b>	5. <b>TIME</b> – Two 35-minute periods.	
1. <b>PERFORMANCE</b> – Command a flight to execute foot drill. 2. <b>CONDITIONS:</b> a. Given: (1) flight; and (2) suitable drill space. b. Denied – assistance.	6. <b>METHOD/APPROACH</b> – Cadet mutuals.	
3. <b>STANDARD</b> – The cadet will command a flight to execute foot drill by: a. showing control of the flight in the drill space available; b. using correct commands; and c. demonstrating proper appearance and bearing.	7. <b>SUBSTANTIATION</b> – Level Three cadets are already junior NCOs. They are required to give commands.	
4. <b>TEACHING POINTS</b> – NA.	8. <b>REFERENCES:</b> a. A-PD-201-000/PT-000, Canadian Forces Manual of Drill and Ceremonial; and b. Level Three Handbook.	
	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – NA.
	11. <b>TEST DETAILS</b> – Each cadet will be checked independently and will be required to command a flight to execute foot drill.	
	12. <b>REMARKS:</b> a. Evaluate the cadets' ability to command a flight, not their capacity to memorize long series of commands. b. Be sure to evaluate the cadet, not the flight's performance. c. This evaluation should not be presented nor perceived by the cadets as a competition among themselves.	

4-13/4-14

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**PO**

**TRAINING SUMMARY**

**CTS: A-CR-CCP-265/PC-001**  
**PO 401 DRILL INSTRUCTION**  
**PERFORMANCE – Assist with drill instruction.**

<b>EO</b>	<b>PERFORMANCE STATEMENTS</b>	<b>NUMBER OF PERIODS</b>
01	Identify the stages of a drill lesson.	1
02	Execute the hollow square formation.	1
03	Deliver a 15-minute drill mutual.	5
04	Assist with drill instruction.	*

**TOTAL**

**7**

\*In order to pass this EO, the cadet will assist Level One or Two instructors by forming a squad, discreetly correcting the faults, calling the time and using mechanical aids if required.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>DRILL INSTRUCTION:</b> 402.01	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Identify the stages of a drill lesson. 2. <b>CONDITIONS:</b> a. Given – NA; and b. Denied – assistance.	6. <b>METHOD/APPROACH</b> – Lecture.	
3. <b>STANDARD</b> – The cadet will correctly identify the stages of a drill lesson including:	7. <b>SUBSTANTIATION</b> – NA.	
a. Before the lesson – preliminaries: (1) review the appropriate lesson; (2) order the squad into a suitable formation; (3) state the movement to be taught and the reason for teaching; and (4) state the requirement of the performance check.	8. <b>REFERENCES:</b> a. A-PD-201-000/PT-000, Canadian Forces Manual of Drill and Ceremonial; and b. Level Three Handbook.	
b. The Lesson Three stages: (1) <b>Stage 1</b> – (a) <b>Demonstrate</b> the complete movement, calling out the time; (b) <b>Explain</b> the movement in parts and give the squad the opportunity to ask questions as each part is explained; (c) <b>Execute</b> the movement in parts with the squad and be prepared to check and correct all mistakes as they occur, both collectively and individually;	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – NA.
	11. <b>TEST DETAILS</b> – Each cadet will be checked independently and will be required to adopt drill positions as ordered.	
	12. <b>REMARKS:</b> a. THE DEER method is only a part of the first stage of the lesson. There is more in a drill lesson than just DEER. b. The cadets should be reminded they will have to deliver a 15-minute drill mutual at EO 402.04.	



**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**DRILL INSTRUCTION: 402.01 (cont)**

- (2) **Stage 2** – Repeat the movement, calling the time.
- (3) **Performance Check/Test.**
- (4) **Stage 3 – Conclusion.** The lesson should be summarized in the following manner:
  - (a) restate the movement taught and the reason for teaching;
  - (b) state the level of achievement and ask for any further questions from the squad; and
  - (c) state the next lesson.

4. **TEACHING POINTS – NA.**

- c. Emphasize the importance of individual correction.
- d. The main reason drill is instructed to cadets is to teach self-discipline.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>DRILL INSTRUCTION:</b> 402.02	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Execute the hollow square formation. 2. <b>CONDITIONS:</b> a. Given – NA; and b. Denied – assistance.	6. <b>METHOD/APPROACH:</b> a. Demonstrate/explain/execute/repeat; and b. Individual correction.	
3. <b>STANDARD</b> – The cadet will correctly execute the hollow square formation as a member of a squad by:	7. <b>SUBSTANTIATION</b> – NA.	
a. turning right for the centre rank and turning left for the rear rank; b. wheeling to the left for the centre rank and to the right for the rear rank; c. marking time when ordered; d. halting when ordered; and e. turning to the left for the centre rank and to the right for the rear rank when ordered.	8. <b>REFERENCES:</b> a. A-PD-201-000/PT-000, Canadian Forces Manual of Drill and Ceremonial; and b. Level Three Handbook.	
4. <b>TEACHING POINTS:</b> a. Words of command. b. The reverse procedure is used to reform the squad into three ranks. c. Single rank and semi-circle formations can also be used for drill instruction.	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – NA.
	11. <b>TEST DETAILS</b> – Each cadet will be checked independently and will be required to execute the drill movements as ordered.	
	12. <b>REMARKS</b> – Cadets should be made aware of other drill formations that can be used for drill instructions.	

4-19/4-20

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>DRILL INSTRUCTION:</b> 402.03		
1. <b>PERFORMANCE</b> – Deliver a 15-minute drill manual.	5. <b>TIME</b> – Five 35-minute periods (one 35-minute class teaching instruction techniques for drill lesson and four 35-minute classes for cadets to present their mutual).	
2. <b>CONDITIONS:</b> a. Given – (1) training aids as required; (2) references; and (3) class of peers. b. Denied – assistance.	6. <b>METHOD/APPROACH:</b> a. Lecture; and b. Cadets' drill mutuals.	
	7. <b>SUBSTANTIATION</b> – Each cadet is required to deliver a drill mutual in accordance with instructional techniques discussed in this lesson.	
3. <b>STANDARD</b> – The cadet will deliver a 15-minute drill mutual by:	8. <b>REFERENCES:</b> a. A-PD-201-000/PT-000, Canadian Forces Manual of Drill and Ceremonial; and b. Level Three Handbook.	
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;	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – NA.
g. using an appropriate squad formation; and h. using a mechanical aid if required.	11. <b>TEST DETAILS</b> – Cadets will be given a short assessment after their individual mutual.	
4. <b>TEACHING POINTS:</b> a. Instructional techniques for the drill lesson.	12. <b>REMARKS:</b> a. This is not the PO's final evaluation. b. The emphasis should be put on the cadet's preparation and knowledge of the topic.	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**DRILL INSTRUCTION: 402.03 (cont)**

- b. Calling out the time.
- c. Mechanical aids to drill:
  - (1) drum;
  - (2) metronome; and
  - (3) pace stick.

- c. This EO is intended to give the cadet a good practical teaching experience; therefore, the instructor should not expect nor ask for perfection.
- d. It would be a good idea, at this point, to take advantage of cadets' mutuality to proceed into a revision of basic drill movements with Level Three cadets.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>DRILL INSTRUCTION:</b> 402.04	5. <b>TIME</b> – Time allocated during Level One and Two drill lessons.	
1. <b>PERFORMANCE</b> – Assist with drill instruction. 2. <b>CONDITIONS:</b> a. Given –	6. <b>METHOD/APPROACH</b> – Cadet practice.	
(1) a drill instructor (Level One or Two); and (2) a situation where cadets can use their knowledge.	7. <b>SUBSTANTIATION</b> – By assisting an instructor, the trainee will gain some valuable experience and confidence.	
b. Denied – assistance.	8. <b>REFERENCES:</b>	
3. <b>STANDARD</b> – The cadet will assist with drill instruction by:	a. A-PD-201-000/PT-000, Canadian Forces Manual of Drill and Ceremonial; and	
a. knowing the standard required;	b. Level Three Handbook.	
b. knowing the movement to be taught;	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – NA.
c. discreetly helping the cadets and correcting their faults;		
d. calling the time if required by the instructor;		
e. using a mechanical aid or acting as a visual aid if required by the instructor;		
f. reporting the squad's weaknesses to the instructor; and		
g. following the instructor's directives.	11. <b>TEST DETAILS</b> – Cadets will be assessed on their preparation (knowledge of the movement) and their physical involvement in assisting the instructor.	
4. <b>TEACHING POINTS</b> – NA.	12. <b>REMARKS:</b>	
	a. Level One and Two drill instructors should not evaluate the trainee.	
	b. It would be appropriate for the drill instructor to discuss with the trainee a week before the lesson the drill movement to be taught and how the instructor and assistant will work together.	
	c. The trainee must provide the PO 402 instructor/evaluator with a lesson plan before the lesson.	

4-23/4-24

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**PO**

**TRAINING SUMMARY**

**CTS: A-CR-CCP-265/PC-001**  
**PO 403 GENERAL CADET KNOWLEDGE**  
**PERFORMANCE – Demonstrate pride in and loyalty to the squadron and the Royal Canadian Air Cadets.**

<b>EO</b>	<b>PERFORMANCE STATEMENTS</b>	<b>NUMBER OF PERIODS</b>
01	Discuss the requirements for Proficiency Level Three.	1
02	Identify the squadron chain of command.	1
03	Discuss the specifics of scholarship training and the summer camp selection process.	1
<b>TOTAL</b>		<b>3</b>

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

<b>EO AND TEACHING POINTS</b>	<b>TRAINING DETAILS</b>	
<b>GENERAL CADET KNOWLEDGE:</b> 403.01	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Discuss the requirements for proficiency Level Three. 2. <b>CONDITIONS:</b> a. Given – an outline of courses. b. Denied – NA.	6. <b>METHOD/APPROACH:</b> a. Lecture; and b. Discussion.	
3. <b>STANDARD</b> – The cadet will discuss the requirements for proficiency Level Three by: a. identifying LHQ training to be completed; and b. identifying eligibility requirements for summer camps upon completion of Level Three.	7. <b>SUBSTANTIATION</b> – Cadets should know what training options are available so they can plan for future courses.	
4. <b>TEACHING POINTS</b> – NA. a. Content of Level Three. b. Recommendation for rank upon completion. c. Optional activities throughout the year.	8. <b>REFERENCES</b> – Level Three Handbook.	
	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – NA.
	11. <b>TEST DETAILS</b> – No test required.	
	12. <b>REMARKS:</b> a. Give a brief introduction of training options available in Level Four. b. Encourage cadets to ask questions so they have a good understanding of their training year to come.	

4-27/4-28

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>GENERA CADET KNOWLEDGE:</b> 403.02	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Identify the squadron chain of command. 2. <b>CONDITIONS:</b> a. Given – (1) squadron's standing orders; and (2) instruction. b. Denied – assistance.	6. <b>METHOD/APPROACH</b> – Lecture.	
3. <b>STANDARD</b> – The cadet will correctly identify, from memory, the squadron chain of command including the following: a. officers' ranks and positions; b. NCOs' ranks and positions; c. flights' staff positions; and d. levels' staff positions.	7. <b>SUBSTANTIATION</b> – Every squadron has the same basic chain of command even though it is possible to find minor variations due to the size of the squadron, the number of NCOs, the number of officers and the staff positions.	
4. <b>TEACHING POINTS:</b> a. Show how rank often increases with responsibility. b. Allows orders to be passed down and up from one person to another. c. It is an important part of the communication process. d. The higher the position you have in the chain of command, the more responsibilities you have.	8. <b>REFERENCES:</b> a. Level Three Handbook; and b. Squadron Standing Orders.	
	9. <b>TRAINING AIDS</b> – OHP/Chart.	10. <b>LEARNING AIDS</b> – NA.
	11. <b>TEST DETAILS</b> – Cadets will be required to identify, from memory, their squadron's chain of command.	
	12. <b>REMARKS:</b> a. Cadets should be made aware of the chain of command within the squadron, the flight, the level of training. b. Stress the importance of the chain of command for the distribution of information. c. Stress the importance of junior NCOs in the chain of command.	



**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**GENERAL CADET KNOWLEDGE: 403.02 (cont)**

- e. Every level of the chain of command is important in the squadron operations.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>GENERA CADET KNOWLEDGE:</b> 403.03	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Discuss the specifics of summer training offered to Proficiency Level Three cadets and the summer camp selection process.  2. <b>CONDITIONS:</b> a. Given – references; and b. Denied – assistance.	6. <b>METHOD/APPROACH:</b> a. Lecture; and b. Discussion.	
3. <b>STANDARD</b> – The cadet will discuss the specifics of summer training and the selection process by: a. identifying the summer camp selection process; and b. identifying the specific requirements for summer courses.	7. <b>SUBSTANTIATION</b> – An understanding of the selection process will assist them to prepare properly.	
4. <b>TEACHING POINTS:</b> a. Specific requirements for summer courses: (1) age requirement; (2) medical standards; (3) forms; and (4) LHQ minimum training qualification requirement.	8. <b>REFERENCES</b> – Level Three Handbook.	
b. Selection process: (1) camp selection according to quotas: (a) local selection, (b) provincial selection,	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – NA.
	11. <b>TEST DETAILS</b> – Cadets will be required to respond orally to questions on the subject matter.	
	12. <b>REMARKS:</b> a. Conduct the class as a discussion session during which cadets will be able to ask questions. b. Stress the importance of good preparation for interviews. c. Because the selection process varies from region to region, instructors should make sure to have all the details specific to their region so they can answer the cadets' questions.	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**GENERAL CADET KNOWLEDGE: 403.03 (cont)**

- (c) number of places available; and
- (d) back-up list; and
- (2) camp selection for major courses:
  - (a) local selection,
  - (b) provincial selection,
  - (c) number of places available, and
  - (d) back-up list.

**CHAPTER 4: LESSON SPECIFICATIONS**  
**COURSE TITLE: LEVEL THREE**

**PO**  
**TRAINING SUMMARY**

**CTS: A-CR-CCP-265/PC-001**  
**PO 404 CITIZENSHIP**  
**PERFORMANCE – Participate in squadron community activities within the community, province and country.**

**A. CTP TRAINING**

<b>EO</b>	<b>PERFORMANCE STATEMENTS</b>	<b>NUMBER OF PERIODS</b>
01	Deliver a 15-minute speech on a community group of the cadet's choice.	4

**TOTAL**

**4**

**B. MANDATORY SUPPORT TRAINING**

**CTS: A-CR-CCP-265/PC-001**

**STANDARD – The cadet will participate in a minimum of two community activities.**

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>CITIZENSHIP:</b> 404.01	5. <b>TIME</b> – Four 35-minute periods.	
1. <b>PERFORMANCE</b> – Deliver a 15-minute speech on a community group of the cadet's choice.	6. <b>METHOD/APPROACH</b> – Presentations.	
2. <b>CONDITIONS:</b> a. Given – training aids as required; and b. Denied – assistance.	7. <b>SUBSTANTIATION:</b> a. A knowledge of community groups provides a knowledge of community services available; and b. A knowledge of such groups encourages cadets to support and become more involved in their community.	
3. <b>STANDARD</b> – The cadet will deliver a 15-minute speech on a community group. Demonstrating sound knowledge and preparation, the cadet will include information such as: a. name; b. goals; c. membership; d. social activities; e. year of foundation; f. charity activities; g. local involvement; and h. how the squadron could help this group.	8. <b>REFERENCES:</b> a. Level Three Handbook; and b. As provided by the cadets.	
4. <b>TEACHING POINTS</b> – NA.	9. <b>TRAINING AIDS</b> – Such as provided by the cadets.	10. <b>LEARNING AIDS</b> – NA.
	11. <b>TEST DETAILS</b> – Each cadet will be given a short assessment after their presentation.	
	12. <b>REMARKS:</b> a. The course officer must approve the cadet's choice of subject and make sure that the same topic is not chosen twice. b. In the case of a squadron with too many Level Three cadets for the number of local community groups, it is possible to talk about the local involvement of an industry, or a humanitarian or professional group within the community (police, food banks, etc).	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**CITIZENSHIP: 404.01 (cont)**

- c. Cadets will be assessed on the quality of information with which they provide the group. This is not an effective speaking evaluation, so be careful to evaluate the content and not the form. However, if the cadet's performance is such that you feel it needs to be evaluated, use the effective speaking evaluation form two CTP, Annex C to Chapter 3.
- d. No guest lecturers are permitted for this exercise.
- e. Because of the research involved in this exercise, it is possible for cadets to form teams of two, but their presentation should then be 25 minutes long.

**CHAPTER 4: LESSON SPECIFICATIONS**  
**COURSE TITLE: LEVEL THREE**

**PO**  
**TRAINING SUMMARY**

**CTS: A-CR-CCP-265/PC-001**  
**PO 405 PHYSICAL FITNESS**  
**PERFORMANCE – Participate in one team sports activity at the squadron and the ACFP.**

**A. CTP TRAINING**

<b>EO</b>	<b>PERFORMANCE STATEMENTS</b>	<b>NUMBER OF PERIODS</b>
01	Participate in a discussion on the cadet sports programme.	1
<b>TOTAL</b>		<b>1</b>

**B. MANDATORY SUPPORT TRAINING**

**CTS: A-CR-CCP-265/PC-001**

1. ACFP in accordance with specified references.
2. A minimum of one team sports activity in the training year.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>PHYSICAL FITNESS:</b> 405.01	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Participate in a discussion on the cadet sports programme. 2. <b>CONDITIONS:</b> a. Given: (1) appropriate personal equipment and clothing; and (2) equipment as required. b. Denied – assistance.	6. <b>METHOD/APPROACH:</b> a. Cadet participation; and b. Discussion.	
3. <b>STANDARD</b> – The cadet will participate in a discussion on the cadet sports programme by discussing: a. the importance of fitness; b. the importance of stretching and how to lead a stretch-out exercise; c. the standards for the cadet sports programme; and d. organizing team sports.	7. <b>SUBSTANTIATION</b> – It is important for a cadet to participate in stretching exercises before sports events to reduce the risk of injury.	
4. <b>TEACHING POINTS:</b> a. Stretching techniques: (1) legs; (2) arms; (3) neck; and (4) torso.	8. <b>REFERENCES</b> – NA.	
	9. <b>TRAINING AIDS:</b> a. Demonstrations; and b. Charts.	10. <b>LEARNING AIDS:</b> a. Sports events; and b. Stretching exercises.
	11. <b>TEST DETAILS</b> – NA.	
	12. <b>REMARKS</b> – Stress importance of stretching exercises.	



**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**PHYSICAL FITNESS: 405.01 (cont)**

- b. Importance of consuming water before participating in sports events.
- c. Cool down.
- d. **Explain the Standard.** Cadets must participate in one sports event and they have a responsibility to encourage others to participate.
- e. Explain what ACFP is and when it will be conducted.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**PO**

**TRAINING SUMMARY**

<b>CTS: A-CR-CCP-265/PC-001</b> <b>PO 406 LIFESKILLS/SENSIBLE LIVING</b> <b>PERFORMANCE – Pursue a healthy and safe lifestyle.</b>
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<b>EO</b>	<b>PERFORMANCE STATEMENT</b>	<b>NUMBER OF PERIODS</b>
01	Pursue a healthy and safe lifestyle (Guest Lecturers).	3

**TOTAL**

**3**

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>SENSIBLE LIVING: 406.01</b>	5. <b>TIME</b> – Three 35-minute periods.	
1. <b>PERFORMANCE</b> – Pursue a healthy and safe lifestyle. 2. <b>CONDITIONS:</b> a. Given – a situation where cadets may apply knowledge; and b. Denied – assistance.	6. <b>METHOD/APPROACH</b> – Guest lecturers.	
3. <b>STANDARD</b> – The cadet will pursue a healthy and safe lifestyle by:	7. <b>SUBSTANTIATION</b> – It is important for cadets to know the principles of pursuing a healthy and safe lifestyle so that they can apply them.	
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;	8. <b>REFERENCES:</b> a. As provided by guest lecturers. b. Level Three Handbook.	
d. discussing the provisions of the Young Offenders Services; and e. identifying the dangers to health by the illicit or indiscriminate use of drugs and the effects of smoking.	9. <b>TRAINING AIDS</b> – Guest lecturers.	10. <b>LEARNING AIDS:</b> a. Lecture; and b. Hand-outs.
4. <b>TEACHING POINTS:</b> a. Principles of personal hygiene and nutrition. b. Rules and regulations of fire prevention and fire safety. c. Cadet regulations on the use of drugs.	11. <b>TEST DETAILS</b> – No final test is administered.	
	12. <b>REMARKS</b> – 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.	

4-43/4-44

**PO 407**  
**(Not allocated)**

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**PO**

**TRAINING SUMMARY**

**CTS: A-CR-CCP-265/PC-001**  
**PO 408 LEADERSHIP**  
**PERFORMANCE – Command and lead cadets.**

<b>EO</b>	<b>PERFORMANCE STATEMENTS</b>	<b>NUMBER OF PERIODS</b>
01	Identify the wants of a follower.	1
02	Identify the leadership approaches.	1
03	Describe the order-giving process.	1
04	Identify the qualities of a leader.	1
05	Identify the incentives to performance and the needs of a follower.	2
06	Identify the principles of supervision.	1
07	Discuss the process of leadership evaluation for Proficiency Level Three.	1
<b>TOTAL</b>		<b>8</b>

4-47/4-48

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>LEADERSHIP: 408.01</b>	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Identify the wants of a follower. 2. <b>CONDITIONS:</b> a. Given – NA; and b. Denied – assistance.	6. <b>METHOD/APPROACH:</b> a. Lecturer; or b. Discussion.	
3. <b>STANDARD</b> – The cadet will correctly identify, from memory, the wants of a follower including the following:	7. <b>SUBSTANTIATION</b> – Most Level Three cadets are junior NCOs with responsibility for subordinates.	
a. good leadership; b. stating what is expected of them; c. recognition of good performance; d. treatment with dignity;	8. <b>REFERENCES:</b> a. Level Three Handbook; and b. A-CR-CCP-910/PT-001, CIL Training School – Leadership.	
e. advancement opportunity; f. freedom from over-supervision; g. social activity;	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – NA.
h. explanation for changes; j. challenging work;	11. <b>TEST DETAILS</b> – Each cadet will be required to respond to questions on the subject matter.	
k. fair treatment; and m. high-contribution opportunity.	12. <b>REMARKS:</b> a. This lesson can be effectively conducted as a group discussion. b. Stress the importance for NCOs to know and understand the wants of their subordinates.	
4. <b>TEACHING POINTS</b> – NA.		

4-49/4-50

A-CR-CCP-268/PH-001

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>LEADERHIP: 408.02</b>	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Identify approaches to leadership. 2. <b>CONDITIONS:</b> a. Given – NA; and b. Denied – assistance.	6. <b>METHOD/APPROACH:</b> a. Lecturer; and b. Discussion.	
3. <b>STANDARD</b> – The cadet will correctly identify, from memory, approaches to leadership including:	7. <b>SUBSTANTIATION</b> – Junior NCOs should be aware that they will have to deal with different cadet personalities, each one requiring different leadership.	
a. autocratic; b. democratic; and c. free rein.	8. <b>REFERENCES:</b> a. Level Three Handbook; and b. A-CR-CCP-910/PT-001, CIL Training School – Leadership.	
4. <b>TEACHING POINTS:</b> a. Autocratic leadership – (1) hostile person; and (2) dependent person.	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – NA.
b. Democratic leadership – (1) co-operative persons; and (2) group-minded individuals.	11. <b>TEST DETAILS</b> – Each cadet will have to respond to questions on the subject matter.	
c. Free-rein leadership – (1) individualists; and (2) social isolationists. d. Flexibility.	12. <b>REMARKS:</b> a. NCOs should know the steps to take if faced with a problem they are not sure how to solve. b. Stress the importance of a leader being flexible. c. Discuss leader/follower relations with particular reference to leaders coping with friends as followers.	

4-51/4-52

A-CR-CCP-268/PH-001

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

<b>EO AND TEACHING POINTS</b>	<b>TRAINING DETAILS</b>	
<b>LEADERSHIP: 408.03</b>	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Describe the order-giving process. 2. <b>CONDITIONS:</b> a. Given – NA; and b. Denied – assistance.	6. <b>METHOD/APPROACH</b> – Lecture.	
3. <b>STANDARD</b> – The cadet will correctly describe the order-giving process including:	7. <b>SUBSTANTIATION</b> – In the completion of their duties, NCOs are required to give oral and/or written orders.	
a. types or orders; b. order-giving process; c. written orders; and d. verbal orders.	8. <b>REFERENCES</b> – Level Three Handbook.	
4. <b>TEACHING POINTS:</b> a. Types of orders –	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – NA.
(1) direct; (2) request; (3) implied; and (4) call for volunteers. b. Steps to be observed in the order-giving process –	11. <b>TEST DETAILS</b> – Each cadet will respond to questions on the subject matter during an oral lesson check at the end of the class.	
(1) planning (5 Ws) – (a) who, what, when, where, why and how?	12. <b>REMARKS</b> – NA.	



**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**LEADERSHIP: 408.03 (cont)**

- (b) issue only those necessary;
- (2) preparation –
  - (a) keep in mind the specific purpose of having the order carried out,
  - (b) should not be ambiguous, and
  - (c) fit the order to the recipients in terms of their competence, strong and weak points, attitudes and how to best motivate them;
- (3) delivery –
  - (a) must be clear, concise, correct and coherent,
  - (b) must proceed from the superior to the subordinate,
  - (c) in concrete terms, and
  - (d) let the recipient know what is expected in quantity and quality;
- (4) confirmation –
  - (a) ensure the recipient fully understands the order, and
  - (b) have the followers repeat back;
- (5) follow-up –
  - (a) spot check while the order is being carried out, and
  - (b) identify and correct the weak spot in the communication;

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**LEADERSHIP: 408.03 (cont)**

- (6) evaluation – evaluate the results through the observation of feedback.
  
- c. Written orders should be well written; that is, they should be clear, concise, correct and coherent. A written order has the effect of permanence and should be used when:
  - (1) transmitting information to another location;
  - (2) precise figures or complex details are involved;
  - (3) it is necessary to hold a person responsible; and
  - (4) sequence is important and strict adherence is necessary.
  
- d. Verbal orders have the advantage of the leader's impact. They may be used:
  - (1) in a local emergency;
  - (2) for minor details locally;
  - (3) to clarify a written order; and
  - (4) in routine matters.
  
- e. The leader must decide what type of order is suitable in any given situation, and whether it should be written or verbal.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<p><b>LEADERSHIP: 408.04</b></p>	<p>5. <b>TIME</b> – One 35-minute period.</p>	
<p>1. <b>PERFORMANCE</b> – Identify the qualities of a leader.</p> <p>2. <b>CONDITIONS:</b></p> <p>a. Given – NA; and</p> <p>b. Denied – assistance.</p>	<p>6. <b>METHOD/APPROACH:</b></p> <p>a. Lecture; and</p> <p>b. Guided discussion.</p>	
<p>3. <b>STANDARD</b> – The cadet will correctly identify, from memory, the qualities of a leader including:</p>	<p>7. <b>SUBSTANTIATION</b> – Cadets have their own image of what a good leader should be.</p>	
<p>a. Integrity –</p> <p>(1) respect for "my word";</p> <p>(2) respect for others' property;</p> <p>(3) financial honesty; and</p> <p>(4) personal dignity.</p>	<p>8. <b>REFERENCES:</b></p> <p>a. Level Three Handbook; and</p> <p>b. A-CR-CCP-910/PT-001, CIL Training School – Leadership.</p>	
<p>b. Professional ability –</p> <p>(1) good sound knowledge of the job; and</p> <p>(2) a general knowledge of the jobs of the people the cadet is leading.</p>	<p>9. <b>TRAINING AIDS</b> – NA.</p>	<p>10. <b>LEARNING AIDS</b> – NA.</p>
<p>c. Self-discipline –</p> <p>(1) be a good disciplinarian; and</p> <p>(2) able to take orders.</p>	<p>11. <b>TEST DETAILS</b> – Each cadet will be required to respond to questions on the subject matter.</p>	
<p>d. Sense of responsibility –</p> <p>(1) highly developed sense of responsibility; and</p>	<p>12. <b>REMARKS</b> – NA.</p>	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**LEADERSHIP: 408.04 (cont)**

- (2) accept responsibility for mistakes without blaming someone else.

4. **TEACHING POINTS** – These qualities are required to inspire confidence.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

<b>EO AND TEACHING POINTS</b>	<b>TRAINING DETAILS</b>	
<b>LEADERSHIP: 408.05</b>	5. <b>TIME</b> – Two 35-minute periods.	
1. <b>PERFORMANCE</b> – Identify the incentives to performance and the needs of a follower. 2. <b>CONDITIONS:</b> a. Given – instruction; and b. Denied – assistance. 3. <b>STANDARD</b> – The cadet will correctly identify incentives to performance and the needs of a follower including:	6. <b>METHOD/APPROACH:</b> a. Lecture; and b. Guided discussion.	
	7. <b>SUBSTANTIATION</b> – Junior leaders should have a good understanding of what will motivate their subordinates to follow orders.	
a. Positive incentives – (1) promotion; (2) recognition; (3) competition; (4) knowledge of results; (5) participation; (6) enthusiasm; (7) organizational efficiency; (8) delegation; (9) avoiding over-control; (10) development; and (11) proper selection.	8. <b>REFERENCES:</b> a. Level Three Handbook; and b. A-CR-CCP-910/PT-001, CIL Training School – Leadership.	
	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – NA.
	11. <b>TEST DETAILS</b> – Each cadet will be required to participate actively in a group discussion.	
	12. <b>REMARKS:</b> a. Have the cadets talk about what motivates them to follow orders. b. Even though competition is a good positive incentive, it is important to make the cadets aware of the possible dangers of putting too much emphasis on it when dealing with young cadets.	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**LEADERSHIP: 408.05 (cont)**

- b. Needs of a follower –
  - (1) basic physiological needs;
  - (2) safety needs;
  - (3) social needs;
  - (4) self-esteem needs; and
  - (5) self-realization needs.

4. **TEACHING POINTS** – Knowledge of what makes people react enhances one's ability to lead.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>LEADERSHIP: 408.06</b>	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Identify the principles of supervision. 2. <b>CONDITIONS:</b> a. Given – NA; and b. Denied – assistance.	6. <b>METHOD/APPROACH</b> – Lecture.	
3. <b>STANDARD</b> – The cadet will correctly identify the principles of supervision including:	7. <b>SUBSTANTIATION</b> – Supervision is an important continuing function of leadership.	
a. the purposes of supervision; b. how to supervise; c. when to supervise;	8. <b>REFERENCES:</b> a. A-PD-131-001/PT-001, Junior Leaders Manual; and b. Level Three Handbook.	
d. whom to supervise; and e. what to supervise.	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – NA.
4. <b>TEACHING POINTS:</b> a. The purpose of supervision – (1) to ensure that your cadets carry out your orders promptly and properly;	11. <b>TEST DETAILS</b> – NA.	
(2) to show the cadets that the job is important; (3) to permit the leader to encourage and motivate; and (4) to allow the leader to detect and correct errors immediately.	12. <b>REMARKS:</b> a. Give examples related to cadets' weekly training. b. Stress the importance of supervision in squadron activities. c. Stress the importance of motivation in the process of supervision.	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**LEADERSHIP: 408.06 (cont)**

- b. How to supervise –
  - (1) observing your cadets as they work;
  - (2) giving orders in reaction to changes in the situation;
  - (3) examining the completed work; and
  - (4) reacting to the quality of work done.
  
- c. When to supervise –
  - (1) as soon as possible;
  - (2) while the work is in progress rather than by waiting until after it's done; and
  - (3) remember that even if you give a job to do, the responsibility remains yours, the leader. It is in your own best interest to make sure that the job progresses according to standards and orders.
  
- d. Whom to supervise –
  - (1) although the leader is responsible for supervising all the cadets, certain cadets will require more or less attention depending on their experience and ability;
  - (2) cadets who have done good work of a similar type in the past need not be closely observed and directed while they work; use the time saved to supervise other cadets;
  - (3) those who have done poor work in the past warrant your close supervision;
  - (4) when your cadets are divided in two groups, working in different places, it will be best for you to take charge of the largest group and delegate the other to your assistant.



**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**LEADERSHIP: 408.06 (cont)**

- e. What to supervise –
  - (1) you have to make sure the job is done according to established standards;
  - (2) group behaviour;
  - (3) the quality of the job done; and
  - (4) timing.
- f. You have to make sure your orders are clear enough for your team to understand exactly what their job is.
- g. Use a check-list to supervise.
- h. Supervision means more than just using a check-list. It also means taking every step possible to make sure the task, or mission, is successfully carried out.
- j. Never assume the assigned task will be properly carried out. Some cadets will forget what you told them to do; others will try to get away with doing as little as possible; and others will be confused. You are their guide.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

<b>EO AND TEACHING POINTS</b>	<b>TRAINING DETAILS</b>	
<b>LEADERSHIP: 408.07</b>	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Discuss the process of leadership evaluation for Level Three.	6. <b>METHOD/APPROACH</b> – Discussion.	
2. <b>CONDITIONS:</b> a. Given – NA; and b. Denied – assistance.	7. <b>SUBSTANTIATION</b> – NA.	
3. <b>STANDARD</b> – Cadets will identify the process by which they will be evaluated for leadership in Level Three including: a. when evaluations occur; b. who will do them; and c. important points to remember.	8. <b>REFERENCES</b> – Level Three Handbook.	
4. <b>TEACHING POINTS</b> – NA.	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – NA.
	11. <b>TEST DETAILS</b> – No final written test administered.	
	12. <b>REMARKS</b> – Make sure cadets understand the evaluation process and know the criteria by which they will be evaluated.	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**PO**

**TRAINING SUMMARY**

**CTS: A-CR-CCP-265/PC-001**  
**PO 409 INSTRUCTIONAL TECHNIQUES**  
**PERFORMANCE – Deliver a 15-minute lesson.**

<b>EO</b>	<b>PERFORMANCE STATEMENTS</b>	<b>NUMBER OF PERIODS</b>
01	Describe the components of the CF training system that are in the Air Cadet system.	2
02	Identify the principles of instruction.	1
03	Identify effective questioning techniques.	1
04	Identify different types of problem trainees.	1
05	Develop a visual aid.	2
06	Prepare a lesson plan.	2
07	Prepare a 15-minute lesson.	2
08	Deliver a 15-minute lesson.	4
<b>TOTAL</b>		<b>15</b>

4-67/4-68

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

<b>EO AND TEACHING POINTS</b>	<b>TRAINING DETAILS</b>	
<b>LEADERSHIP:</b> 409.01	5. <b>TIME</b> –Two 35-minute periods.	
1. <b>PERFORMANCE</b> – Describe the components of the CF training system that are in the cadet system.	6. <b>METHOD/APPROACH</b> – Lecture.	
2. <b>CONDITIONS:</b> a. Given – NA; and b. Denied – assistance.	7. <b>SUBSTANTIATION</b> – NA.	
3. <b>STANDARD</b> – The cadet will correctly describe the components of the CF training system that are in the cadet system, including: a. CTP; and b. Air Cadet training documents.	8. <b>REFERENCES:</b> a. A-CR-CCP-913/PT-001, Technique of Instruction, CIL Training School; and b. Level Three Handbook.	
4. <b>TEACHING POINTS</b> – NA. a. CTP, description of training: (1) Chapter 1 – Course Summary; (2) Chapter 2 – Course Management Details; (3) Chapter 3 – Assessment of Cadets – (a) course assessment, (b) specific assessment guidelines, (c) course grading, (d) pass/fail system, (e) evaluation forms, and	9. <b>TRAINING AIDS:</b> a. OHP; b. Levels One and Two CTPs; and c. Handbooks.	10. <b>LEARNING AIDS</b> – OHP.
	11. <b>TEST DETAILS</b> – Each cadet will be required to respond to questions on the subject matter.	
	12. <b>REMARKS:</b> a. Do not go into too many details. Cadets should just know where to find required items in the CTP. b. The second period should be made practical by having them look up lessons and identify what has to be taught.	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**INSTRUCTIONAL TECHNIQUES: 409.01 (cont)**

- (f) cadet academic record;
- (4) Chapter 4 – Performance Objectives –
  - (a) training summary,
  - (b) performance statements,
  - (c) enabling objectives,
  - (d) teaching points,
  - (e) standards,
  - (f) time allocated,
  - (g) method/approach; and
- b. Air Cadet handbooks.

- c. The emphasis of this lesson should be placed on the components of an EO as this is the aspect with which cadets will be most involved.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>INSTRUCTIONAL TECHNIQUES:</b> 409.02	5. <b>TIME</b> – Two 35-minute periods.	
1. <b>PERFORMANCE</b> – Identify the principles of instruction. 2. <b>CONDITIONS:</b> a. Given – NA; and b. Denied – assistance.	6. <b>METHOD/APPROACH</b> – Lecture.	
3. <b>STANDARD</b> – The cadet will correctly identify, from memory, the six principles of instruction including the following: a. emphasis; b. participation; c. interest;	7. <b>SUBSTANTIATION</b> – NA.	
d. confirmation; e. understanding; and f. success.	8. <b>REFERENCES:</b> a. A-CR-CCP-913/PT-001, Technique of Instruction, CIL Training School; and b. Level Three Handbook.	
4. <b>TEACHING POINTS:</b> a. <b>First Principle – Emphasis.</b> Lessons must provide important teaching points. b. <b>Second Principle – Participation.</b> Lessons must provide mental and physical participation. c. <b>Third Principle – Interest.</b> Lessons must create and maintain trainee interest. d. <b>Fourth Principle – Confirmation.</b> Lessons must provide confirmation of learning.	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – NA.
	11. <b>TEST DETAILS</b> – Each cadet will be required to respond to questions on the subject matter.	
	12. <b>REMARKS:</b> a. Give as many examples as possible. b. Remember EPICUS.	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**INSTRUCTIONAL TECHNIQUES: 409.02 (cont)**

- e. **Fifth Principle – Understanding.** Lessons should start at level of trainee understanding and proceed at the rate of trainee comprehension.
  
- f. **Sixth Principle – Success.** Lessons must provide trainee with a sense of success.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<p><b>INSTRUCTIONAL TECHNIQUES:</b> 409.03</p>	<p>5. <b>TIME</b> – One 35-minute period.</p>	
<p>1. <b>PERFORMANCE</b> – Identify effective questioning techniques.</p> <p>2. <b>CONDITIONS:</b></p> <p>a. Given – instruction; and</p> <p>b. Denied – assistance.</p>	<p>6. <b>METHOD/APPROACH:</b></p> <p>a. Lecture; and</p> <p>b. Practice.</p>	
<p>3. <b>STANDARD</b> – The cadet will give three examples of effective questioning techniques.</p>	<p>7. <b>SUBSTANTIATION</b> – Knowing how and when to ask a good question will give new instructors a high degree of confidence and will help them to confirm the student's level of understanding of the subject matter.</p>	
<p>4. <b>TEACHING POINTS:</b></p> <p>a. Purpose of a question.</p> <p>b. Types of questions –</p> <p>(1) lead-off;</p> <p>(2) follow-up;</p> <p>(3) overhead;</p> <p>(4) direct; and</p> <p>(5) reverse and relay.</p> <p>c. Qualities of a good question.</p>	<p>8. <b>REFERENCES:</b></p> <p>a. A-CR-CCP-913/PT-001, Technique of Instruction, CIL Training School; and</p> <p>b. Level Three Handbook.</p>	
	<p>9. <b>TRAINING AIDS</b> – NA.</p>	<p>10. <b>LEARNING AIDS</b> – NA.</p>
	<p>11. <b>TEST DETAILS</b> – Each cadet will be required to respond to questions on the subject matter.</p>	
	<p>12. <b>REMARKS:</b></p> <p>a. Do not go into too many details.</p> <p>b. Give many examples.</p> <p>c. Get the cadets to practise on each other.</p>	



**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<p><b>INSTRUCTIONAL TECHNIQUES:</b> 409.04</p>	<p>5. <b>TIME</b> – One 35-minute period.</p>	
<p>1. <b>PERFORMANCE</b> – Identify types of verbal support.</p> <p>2. <b>CONDITIONS:</b></p> <p>a. Given – NA; and</p> <p>b. Denied – assistance.</p>	<p>6. <b>METHOD/APPROACH</b> – Lecture.</p>	
<p>3. <b>STANDARD</b> – The cadet will correctly identify different types of verbal support, including:</p>	<p>7. <b>SUBSTANTIATION</b> – NA.</p>	
<p>a. <b>Comparisons.</b> A comparison is a bridge, built by the speaker, between the known and the unknown. The new thing or idea can be clarified by pointing out its resemblance or similarity to a familiar subject, idea or situation. Comparisons can be factual or imaginary.</p>	<p>8. <b>REFERENCES:</b></p> <p>a. A-CR-CCP-913/PT-001, Technique of Instruction, CIL Training School; and</p> <p>b. Level Three Handbook.</p>	
<p>b. <b>Reasons.</b> Reasons are logical explanations that satisfy the question "why". They become mind easers for a host of things that trainees are asked to accept.</p>	<p>9. <b>TRAINING AIDS</b> – NA.</p>	<p>10. <b>LEARNING AIDS</b> – NA.</p>
<p>c. <b>Examples.</b> An example is an illustration used to clarify and simplify an idea. Examples should always be related to the background of the listener.</p>	<p>11. <b>TEST DETAILS</b> – Each cadet will be checked independently and will be required to answer questions on the subject matter.</p>	
<p>d. <b>Statistics.</b> Statistics are a systematic compilation of information (usually in numerical form) about some occurrence or thing, eg, number of deaths in a year, number of redheads winning beauty contests. When properly collected and wisely used, statistics can help a speaker prove, emphasize, and make his ideas interesting. To assume verbal support is used every time a figure is quoted during a lesson is a mistake.</p>	<p>12. <b>REMARKS:</b></p> <p>a. Remember CREST.</p> <p>b. Give as many examples as possible.</p>	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**INSTRUCTIONAL TECHNIQUES: 409.04 (cont)**

e. **Testimony.** Testimony in teaching is simply quoting someone else. It allows a speaker to borrow ideas from all of recorded human kind. Quotations can be used to add variety and unique word usage, as well as to give proof by using testimony of experts.

**4. TEACHING POINTS:**

- a. Good instruction is like good salesmanship: it must be convincing to be successful. If an idea is worth passing on to a class, then it is worth passing on well. Almost all ideas need some sort of clarification, explanation, or proof if they are to be successfully understood. Verbal support is therefore a basic tool used to clarify, prove, illustrate, emphasize, or to add variety and interest.
- b. As an instructor, however, you must use your own common sense, ingenuity, and experience in providing a useful combination of the different types of verbal support in all lessons. Selection of the type will depend on the individual instructor and the objectives to be achieved. Verbal support must be natural, effective and based on the objectives.
- c. For emphasis, instructors should frequently repeat what they have said. One way to do this is to restate it in a different way. More than one approach to an idea is often necessary for clarification. Main ideas or key points stand out if they are repeated. Some instructions and directions need to be repeated again and again without change. Moreover, skillful repetition has persuasive force.
- d. Be careful not to use verbal support too many times. It should not interfere with the normal flow of the lesson.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>INSTRUCTIONAL TECHNIQUES:</b> 409.05	5. <b>TIME</b> – Two 35-minute periods.	
1. <b>PERFORMANCE</b> – Develop a visual aid. 2. <b>CONDITIONS:</b> a. Given – NA; and b. Denied – assistance.	6. <b>METHOD/APPROACH:</b> a. Lecture; and b. Practice.	
3. <b>STANDARD</b> – The cadet will develop a visual aid by: a. making sure it serves the lesson by supporting a teaching point; and b. making sure it appeals to the five senses.	7. <b>SUBSTANTIATION</b> – Visual aids play a major role in the instruction process as they give a visual confirmation of the instructor's teaching.	
4. <b>TEACHING POINTS:</b> a. Advantages – (1) appeals to all five senses; (2) helps students understand; (3) realistic; and (4) provides a pattern.	8. <b>REFERENCES:</b> a. A-CR-CCP-913/PT-001, Technique of Instruction, CIL Training School; and b. Level Three Handbook.	
b. Sources of ideas – (1) school's graphic section; (2) other instructors; (3) commercial displays; and (4) imagination.	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – NA.
	11. <b>TEST DETAILS</b> – The cadet will have to produce a visual aid with the lesson plan (409.07).	
	12. <b>REMARKS</b> – Use the second period as a practical stage where the cadets will have the chance to use the OHP, the blackboard as well as developing one visual aid of their own.	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**INSTRUCTIONAL TECHNIQUES: 409.05 (cont)**

e. Types of instructional aids –

- (1) actual equipment;
- (2) simulators;
- (3) mock-ups;
- (4) human beings;
- (5) pictorial aids; and
- (6) electronic aids.

d. Guidelines for use –

- (1) planning;
- (2) simplicity;
- (3) heard and seen;
- (4) organizing; and
- (5) rough draft.

e. The blackboard.

f. The overhead projector.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<p><b>INSTRUCTIONAL TECHNIQUES:</b> 409.06</p>	<p>5. <b>TIME</b> – Two 35-minute periods (one 35-minute class teaching how to prepare a lesson plan and one 35-minute period for the preparation of one lesson plan).</p>	
<p>1. <b>PERFORMANCE</b> – Prepare a lesson plan.</p> <p>2. <b>CONDITIONS:</b></p> <p>a. Given – NA; and</p> <p>b. Denied – assistance.</p> <p>3. <b>STANDARD</b> – The cadet will prepare a lesson plan by:</p> <p>a. becoming familiar with the performance and EOs;</p> <p>b. being prepared to apply the principles of instruction;</p> <p>c. thoroughly knowing the theory to be taught;</p> <p>d. planning visual aids;</p> <p>e. researching the topic; and</p> <p>f. dividing the material into;</p> <p>(1) introduction,</p> <p>(2) body,</p> <p>(3) PC, and</p> <p>(4) conclusion.</p>	<p>6. <b>METHOD/APPROACH:</b></p> <p>a. First period – lecture; and</p> <p>b. Second period – practise under supervision.</p>	
	<p>7. <b>SUBSTANTIATION</b> – The lesson is the most important tool for the instructor as it will help the cadet to deal with stage fright.</p>	
	<p>8. <b>REFERENCES:</b></p> <p>a. A-CR-CCP-913/PT-001, Technique of Instruction, CIL Training School; and</p> <p>b. Level Three Handbook.</p>	
<p>4. <b>TEACHING POINTS</b> – The four parts of a lesson plan –</p> <p>a. Introduction –</p> <p>(1) to gain attention,</p>	<p>9. <b>TRAINING AIDS</b> – OHP.</p>	<p>10. <b>LEARNING AIDS</b> – OHP.</p>
	<p>11. <b>TEST DETAILS</b> – No evaluation.</p>	
	<p>12. <b>REMARKS:</b></p> <p>a. Good preparation is the key to success.</p> <p>b. The instructor should be available to answer all questions regarding preparation of lesson plans.</p>	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**INSTRUCTIONAL TECHNIQUES: 409.06 (cont)**

(2) to motivate, and

(3) to give an overview;

b. Body –

(1) to outline the objective,

(2) to logically organize the material,

(3) to highlight the questions, the diagrams, comments and important ideas, and

(4) to insert "note" reminders;

c. The PC –

(1) provided by the CTP,

(2) will tell the instructor how far the trainee has progressed; and

d. Conclusion –

(1) summary, and

(2) remotivations.

c. Lesson topics for this class are not as important as the technical preparation of the plan.

d. Emphasize that the performance statement applies to the cadet and what the cadet has to be able to do by lesson end.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>INSTRUCTIONAL TECHNIQUES:</b> 409.07	5. <b>TIME</b> – Two 35-minute periods.	
1. <b>PERFORMANCE</b> – Prepare a 15-minute lesson. 2. <b>CONDITIONS:</b> a. Given – (1) class of peers; and (2) references. b. Denied – assistance. 3. <b>STANDARD</b> – The cadet will prepare a 15-minute lesson by correctly following the guidelines identified in EOs 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. 4. <b>TEACHING POINTS</b> – NA.	6. <b>METHOD/APPROACH</b> – Practise.	
	7. <b>SUBSTANTIATION</b> – Knowing the guidelines for preparing a lesson will help the cadets plan and present their topics effectively.	
	8. <b>REFERENCES:</b> a. Level Three Handbook. b. A-CR-CCP-913/PT-001, CIL Training School – Technique of Instruction.	
	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – NA.
	11. <b>TEST DETAILS</b> – Each cadet will be required to deliver a 15-minute lesson at EO 409.08.	
	12. <b>REMARKS:</b> a. Each cadet should have a different topic. b. Topics should be chosen from Level One and Two CTPs so the cadets will become familiar with instructing the subject matter. c. The instructor should be available to answer all questions regarding preparation of lessons.	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>INSTRUCTIONAL TECHNIQUES:</b> 409.08	5. <b>TIME</b> – Four 35-minute periods.	
1. <b>PERFORMANCE</b> – Deliver a 15-minute lesson. 2. <b>CONDITIONS:</b> a. Given – (1) class of peers; and (2) topic. b. Denied – assistance. 3. <b>STANDARD</b> – The cadet will deliver a 15-minute lesson ensuring effective communication of ideas with the help of: a. a lesson plan; b. one visual aid (different from the one developed in EO 409.05); c. good questioning techniques (at least one and a maximum of three questions); and d. principles of instruction. 4. <b>TEACHING POINTS</b> – NA.	6. <b>METHOD/APPROACH</b> – Cadets' 15-minute lessons.	
	7. <b>SUBSTANTIATION</b> – This 15-minute lesson will give the cadet confidence and experience.	
	8. <b>REFERENCES</b> – NA.	
	9. <b>TRAINING AIDS</b> – As provided by the cadet.	10. <b>LEARNING AIDS</b> – As provided by the cadet.
11. <b>TEST DETAILS</b> – Cadets will each be given a short assessment after their lesson.		
12. <b>REMARKS:</b> a. To be complete, the lesson must have an introduction, a development and a conclusion. b. The lesson must be taught in a minimum of 14 minutes and a maximum of 16 minutes (including the conclusion). c. Stress the importance of timings. d. Cadets must provide the instructor with a copy of their lesson plan prior to the 15-minute lesson.		



**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**INSTRUCTIONAL TECHNIQUES:** 409.08 (cont)

- e. This lesson is intended to give the cadets a taste of what it could be like to teach a lesson. Be careful not to mark as you would for a regular instructor.
  
- f. This should be fun and challenging for the cadets.

**PO 410**  
**(Not allocated)**

**PO 411**  
**(Not allocated)**

**PO 412**  
**(Not allocated)**

**PO 413**  
**(Not allocated)**

**PO 414**  
**(Not allocated)**

**PO 415**  
**(Not allocated)**

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**PO**

**TRAINING SUMMARY**

**CTS: A-CR-CCP-265/PC-001**  
**PO 416 PROPULSION**  
**PERFORMANCE – Discuss the propulsion system of an aircraft.**

<b>EO</b>	<b>PERFORMANCE STATEMENTS</b>	<b>NUMBER OF PERIODS</b>
01	Explain problems.	1
02	Identify engine instruments.	1
03	Explain the fuel system.	1
04	Explain the carburation system.	2
05	Explain supercharging and turbocharging.	1
	Testing.	1
<b>TOTAL</b>		<b>7</b>

4-97/4-98



**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>PROPULSION:</b> 416.01	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Explain propellers. 2. <b>CONDITIONS:</b> a. Given – (1) diagrams; and (2) models. b. Denied – assistance.	6. <b>METHOD/APPROACH</b> – Lecture.	
3. <b>STANDARD</b> – The cadet will correctly explain how propellers work including:	7. <b>SUBSTANTIATION</b> – A basic knowledge of propellers will enhance the cadets' knowledge of propulsion systems.	
a. the function of a propeller; b. the pitch; and c. types of propellers.	8. <b>REFERENCES:</b> a. From the Ground Up; and b. Level Three Handbook.	
4. <b>TEACHING POINTS:</b>	9. <b>TRAINING AIDS:</b> a. Diagrams; and b. Models.	10. <b>LEARNING AIDS</b> – Fan.
a. The function of a propeller – (1) the function of a propeller is to convert the torque, or turning movement, of a crankshaft into thrust, or forward movement; (2) the propeller is designed so that, as it rotates, it moves forward along a corkscrew or helical path. In so doing, it pushes air backward causing thrust in the forward direction;	11. <b>TEST DETAILS</b> – The cadet will be checked independently and will have to answer questions on the subject matter.	
	12. <b>REMARKS</b> – NA.	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**PROPULSION: 416.01 (cont)**

(3) the propeller blade is an airfoil section, similar to the airfoil section of a wing. As such, it meets the air at an angle of attack as it rotates and thus produces lift and drag. But in the case of a propeller, these forces are designated as thrust and torque;

(4) propellers that are attached forward of the engine and that pull from the front of the airplane are called tractors. Those that are attached aft of the engine and push from behind are called pushers.

b. The pitch –

(1) in order to obtain this forward pull, or thrust, the propeller blade must be set at a certain angle to its plane of rotation in the same manner that a horizontal wing must be set at an angle to its forward path;

(2) the pitch is the forward distance travelled by a propeller in one revolution. It is determined by the blade angle. When a blade is set at a large angle, the propeller will travel forward a greater distance per revolution, therefore moving the aircraft faster. This position is called coarse pitch;

(3) a propeller set in fine pitch will have less torque, or drag, and will revolve at a higher speed around its own axis, thereby enabling the engine to develop greater power.

c. **Types of Propellers.** Propellers may be classified into four types as follows:

(1) Fixed-pitch propeller –

(a) one piece construction,

(b) only one pitch setting,

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**PROPULSION: 416.01 (cont)**

- (c) the most desirable setting for maximum efficiency is cruising power, and
- (d) only found on low-powered, light aircraft;
- (2) Adjustable pitch propeller –
  - (a) variation of the fixed-pitch propeller,
  - (b) blades can be adjusted on the ground when engine is stopped,
  - (c) setting is constant and cannot be changed in flight, and
  - (d) has a split hub and two or more blades usually made of steel or aluminium alloy;
- (3) Controllable pitch propeller –
  - (a) has two pitch settings that may be selected in flight,
  - (b) fine pitch gives full engine revolutions per minute (rpm) when maximum power is required for take-off, and
  - (c) coarse pitch is used for cruising and high forward speed; and
- (4) Constant speed propeller –
  - (a) controllable-pitch propeller with a governor unit added, and
  - (b) adjusts itself automatically to flight and power variations.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<p><b>PROPULSION:</b> 416.02</p>	<p>5. <b>TIME</b> – One 35-minute period.</p>	
<p>1. <b>PERFORMANCE</b> – Identify engine instruments.</p> <p>2. <b>CONDITIONS:</b></p> <p>a. Given – diagrams; and</p> <p>b. Denied – assistance.</p>	<p>6. <b>METHOD/APPROACH</b> – Lecture.</p>	
<p>3. <b>STANDARD</b> – The cadet will correctly identify, from memory, engine instruments including:</p>	<p>7. <b>SUBSTANTIATION</b> – Engine instruments indicate vital information to the pilot and therefore are an important safety factor.</p>	
<p>a. the oil pressure gauge;</p> <p>b. the oil temperature gauge;</p> <p>c. the cylinder head temperature gauge;</p>	<p>8. <b>REFERENCES:</b></p> <p>a. From the Ground Up; and</p> <p>b. Level Three Handbook.</p>	
<p>d. the carburettor air temperature gauge;</p> <p>e. the outside air temperature gauge;</p> <p>f. the tachometer, and</p>	<p>9. <b>TRAINING AIDS:</b></p> <p>a. Models; and</p> <p>b. Diagrams.</p>	<p>10. <b>LEARNING AIDS</b> – NA.</p>
<p>g. the manifold pressure gauge.</p> <p>4. <b>TEACHING POINTS:</b></p>	<p>11. <b>TEST DETAILS</b> – NA.</p>	
<p>a. The oil pressure gauge –</p> <p>(1) indicated the oil pressure supplied by the oil pump to lubricate the engine;</p> <p>(2) high oil pressure will force oil into the combustion chamber. It will burn there, causing smoky exhaust and badly carbonated piston heads, cylinder heads, etc; and</p>	<p>12. <b>REMARKS</b> – These instruments must be discussed in terms of what they do and not how they function.</p>	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**PROPULSION: 416.02 (cont)**

(2) low oil pressure can permit metal to rub against metal, burning out main bearings.

b. The oil temperature gauge –

- (1) gives a reading in degrees Fahrenheit or Celsius;
- (2) extremely low oil temperature is undesirable. Cold oil does not circulate freely and may cause scoring of the engine parts;
- (3) low temperature would be accompanied by a corresponding rise in pressure; and
- (4) in addition to being a lubricant, oil acts as a coolant.

c. The cylinder head temperature gauge –

- (1) records the temperature of the engine cylinder heads;
- (2) gives and indicated of the effectiveness of the engine cooling system; and
- (3) high head temperatures decrease the strength of metal and result in detonation, pre-ignition and engine failure.

d. The carburettor air temperature gauge –

- (1) its purpose is to enable the pilot to maintain a temperature that will assure maximum operating efficiency and warn of icing conditions in the carburettor that may lead to engine failure; and
- (2) it may be installed to indicate the temperature of the mixture entering the manifold, or it may record the temperature of the intake air entering the carburettor.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**PROPULSION: 416.02 (cont)**

- e. The outside air temperature gauge –
  - (1) records the temperature of the air surrounding the airplane; and
  - (2) it enables the pilot to select the proper manifold pressure, to calculate the true airspeed and altitude and it warns of conditions that may cause ice formation.
  
- f. The tachometer –
  - (1) shows the speed at which the engine crankshaft is turning in hundreds of rpm;
  - (2) rpm is directly proportional to the power output of the engine; and
  - (3) on airplanes fitted with a fixed pitch propellor, it is the only instrument that will display information about engine power setting.
  
- g. The manifold pressure gauge –
  - (1) indicates the pressure of the fuel/air mixture in the engine intake manifold; and
  - (2) indicates a drop in the reading.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<p><b>PROPULSION:</b> 416.03</p>	<p>5. <b>TIME</b> – One 35-minute period.</p>	
<p>1. <b>PERFORMANCE</b> – Explain the fuel system.</p> <p>2. <b>CONDITIONS:</b></p> <p>a. Given –</p> <p>(1) diagrams; and</p> <p>(2) models.</p> <p>b. Denied – assistance.</p>	<p>6. <b>METHOD/APPROACH</b> – Lecture.</p>	
<p>3. <b>STANDARD</b> – The cadet will correctly identify the fuel system, including:</p> <p>a. types of fuel system;</p> <p>b. fuel tanks; and</p> <p>c. problems with the fuel system.</p>	<p>7. <b>SUBSTANTIATION</b> – The fuel system is a source of potentially dangerous problems.</p>	
<p>4. <b>TEACHING POINTS:</b></p> <p>a. Types of fuel systems –</p> <p>(1) gravity feed fuel system –</p> <p>(a) simplest type of fuel system,</p> <p>(b) still in use on high wing, low-powered airplanes,</p> <p>(c) fuel tanks mounted in the wings, and</p> <p>(d) gravity causes the fuel to flow from the tanks; and</p>	<p>8. <b>REFERENCES:</b></p> <p>a. From the Ground Up; and</p> <p>b. Level Three Handbook.</p>	
	<p>9. <b>TRAINING AIDS</b> – NA.</p>	<p>10. <b>LEARNING AIDS</b> – NA.</p>
	<p>11. <b>TEST DETAILS</b> – The cadet will be checked independently and will be required to respond to questions during class.</p>	
	<p>12. <b>REMARKS</b> – Stay at a basic level of explanation.</p>	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**PROPULSION: 416.03 (cont)**

- (2) fuel pump fuel system –
  - (a) an engine driven fuel pump supplies the pressure that keeps fuel flowing to the engine, and
  - (b) in use in all low wing airplanes with high performance engine.
- b. Fuel tanks –
  - (1) the location, size and shape of fuel tanks vary with the type of plane in which they are installed; and
  - (2) mostly located in the wings.
- c. Problems with the fuel system –
  - (1) Detonation –
    - (a) characterized by the inability of a fuel to burn slowly,
    - (b) puts a high stress on engine parts and causes overheating, warped valves and piston damage, and
    - (c) caused by use of incorrect fuel, a mixture that is too lean, or by overheating;
  - (2) Pre-ignition –
    - (a) sometimes confused with detonation,
    - (b) is a premature ignition of the mixture due to glowing carbon particles,



**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**PROPULSION: 416.03 (cont)**

- (c) often experienced when attempting to start a hot engine and usually results in a backfire through the intake manifold, and
- (d) damage to an engine can be disastrous, causing warped pistons, cracked cylinder heads, etc; and
- (3) Vapour lock – vapour lock in the fuel line can be caused by high atmospheric temperatures, causing the gas to vaporize and block the flow of liquid fuel in the line.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>PROPULSION:</b> 416.04	5. <b>TIME</b> – Two 35-minute periods.	
1. <b>PERFORMANCE</b> – Explain the carburation system of an aircraft.	6. <b>METHOD/APPROACH</b> – Lecture.	
2. <b>CONDITIONS:</b>	7. <b>SUBSTANTIATION</b> – The carburettor is an important part of the engine. This EO will enhance the cadets' knowledge of the engine system.	
a. Given – (1) diagrams; and (2) models.	8. <b>REFERENCES:</b>	
b. Denied – assistance.	a. From the Ground Up; and b. Level Three Handbook.	
3. <b>STANDARD</b> – The cadet will correctly explain the basic operation of the carburettor including:	9. <b>TRAINING AIDS</b> – Diagrams.	10. <b>LEARNING AIDS</b> – NA.
a. principles;	11. <b>TEST DETAILS</b> – The cadet will be checked independently and will be required to respond to questions during class.	
b. mixture control;	12. <b>REMARKS</b> – NA.	
c. carburettor construction; and		
d. carburettor ice.		
4. <b>TEACHING POINTS:</b>		
a. Principles – (1) the function of the carburettor is to measure the correct quantity of gasoline, vaporize this fuel, mix it with the air in the proper proportion and deliver the mixture to the cylinders; (2) the combustion process in the cylinder relies on a proper mixture of fuel and air to achieve maximum efficiency;		

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**PROPULSION: 416.04 (cont)**

- (3) mixture is a very precise measurement. Too rich a mixture, as well as lowering the combustion temperature, results in unburned wasted fuel, expelled through the exhaust system; and
- (4) too lean a mixture may cause sudden "cutting out", "popping back" or back-firing, detonation, overheating or appreciable loss of power.
- b. Mixture control –
  - (1) the need to have a mixture control is occasioned by the fact that as altitude increases the density of the air decreases. So, as altitude increases, a given volume of air weighs less. The mixture, therefore, becomes over-rich, causing waste of fuel and loss of power; and
  - (2) the mixture control may be manual and operated by the pilot, or automatic, which automatically compensates for changes in the pressure and temperature of the air entering the carburettor.
- c. Carburettor construction – the essential components of a carburettor include the following:
  - (1) air passage and choke valve;
  - (2) throttle valve;
  - (3) throat chamber and float mechanism; and
  - (4) main jet.
- d. Carburettor ice –
  - (1) usually indicated by a loss of power or complete engine failure;

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**PROPULSION: 416.04 (cont)**

- (2) caused by two processes: the drop in temperature as heat is taken from the air in order to effect vaporization of the fuel and cooling due to the low pressure area in the carburettor; and
- (3) ice forms in the induction system.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>PROPULSION: 416.05</b>	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Explain supercharging and turbocharging.	6. <b>METHOD/APPROACH</b> – Lecture.	
2. <b>CONDITIONS:</b> a. Given – NA; and b. Denied – assistance.	7. <b>SUBSTANTIATION</b> – Supercharging and turbocharging are terms often heard in relation to various engines.	
3. <b>STANDARD</b> – The cadet will correctly explain the basic principles of super- and turbocharging.	8. <b>REFERENCES:</b> a. From the Ground Up; and b. Level Three Handbook.	
4. <b>TEACHING POINTS:</b> a. <b>Principle</b> – (1) an engine designed to operate at sea level atmospheric pressure is called a normally aspirated engine; and (2) as altitude increases, the density of the air decreases, diminishing the engine's capacity to produce the power needed to climb any higher.	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – NA.
b. <b>Supercharging</b> – (1) the supercharger is an internally driven compressor, powered directly from the engine. It will compress the fuel/air mixture after it leaves the carburettor. This is called forced induction; (2) forced induction is used to increase the power at low altitudes. In this case the pressure over and above sea level atmospheric pressure that is forced into the manifold is called boost; and	11. <b>TEST DETAILS</b> – The cadet will be checked independently and will be required to respond to questions.	
	12. <b>REMARKS</b> – Instructions should remain basic.	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**PROPULSION: 416.05 (cont)**

(3) when forced induction is used at high altitudes to make up the deficiency in pressure due to the lower density of the air – and hence maintain sea level power – it is called supercharging.

**c. Turbocharging –**

(1) in modern planes, the job of supplying the engine with dense air when the plane is operating in this air at high altitude is accomplished by a turbocharger;

(2) a turbocharger is powered by the energy of the exhaust gases directed through a turbine wheel, or impeller, and turning this wheel at high rpm;

(3) as more exhaust gases are directed over the turbine, the compressor will turn faster and the air supplied to the engine by the compressor will be denser, allowing the engine to produce more power;

(4) the great advantage of turbocharging is the increased performance at high altitude. Better climb performance, faster cruise at high altitude, and better take-off performance at high density, high altitude airports are possible.

d. Superchargers and turbochargers do not replace normal engine systems – they enhance the engine capacity to produce power.

e. Because superchargers are powered directly from the engine, they tax the engine to a greater degree than turbocharger.

f. Because turbochargers are powered by hot exhaust gases already used by the engine and redirected through it, they are more energy efficient.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**PO**

**TRAINING SUMMARY**

**CTS: A-CR-CCP-265/PC-001**  
**PO 417 AIR NAVIGATION**  
**PERFORMANCE – Discuss basic air navigation techniques and principles.**

<b>EO</b>	<b>PERFORMANCE STATEMENTS</b>	<b>NUMBER OF PERIODS</b>
01	Identify different types of navigation.	1
02	Identify technical air navigation procedures required for a flight.	1
03	Explain the earth's magnetism.	1
04	Indicate position and direction of a plane.	2
	Testing	1
<b>TOTAL</b>		<b>6</b>

4-117/4-118

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>NAVIGATION: 417.01</b>	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Identify different types of air navigation. 2. <b>CONDITIONS:</b> a. Given – NA; and b. Denied – assistance. 3. <b>STANDARD</b> – The cadet will correctly identify, from memory, the basic types of navigation including:	6. <b>METHOD/APPROACH</b> – Lecture.  7. <b>SUBSTANTIATION</b> – Navigation is an integral part of flying training. This EO shows the cadet the various types of navigation used in flying.	
a. pilotage; b. dead reckoning; c. radio navigation;	8. <b>REFERENCES:</b> a. From the Ground Up; and b. Level Three Handbook.	
d. celestial navigation; and e. inertial navigation. 4. <b>TEACHING POINTS:</b>	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – NA.
a. <b>Definition of Navigation.</b> b. <b>Pilotage</b> –	11. <b>TEST DETAILS</b> – The cadet will be checked independently and will be required to respond to oral questions.	
(1) navigation by reference only to landmarks; and (2) limited by visibility and familiarity with the area. c. <b>Dead Reckoning.</b> Navigation by use of predetermined vectors of wind and true airspeed and precalculated heading, ground-speed and estimated time of arrival. d. <b>Radio Navigation.</b> Navigation by use of radio aids.	12. <b>REMARKS:</b> a. Do not go into too much detail. b. The cadets should only be made aware that there are several types of navigation.	



**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**PROPULSION: 417.01 (cont)**

- e. **Celestial Navigation.** Navigation by measuring angles to heavenly bodies (sun, moon, stars).
  
- f. **Inertial Navigation.** Navigation by self-contained airborne gyroscopic equipment.
  
- g. Most pilots use these various methods in combination.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>NAVIGATION: 417.02</b>	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Identify technical air navigation procedures required for a flight.	6. <b>METHOD/APPROACH</b> – Lecture.	
2. <b>CONDITIONS:</b> a. Given – NA; and b. Denied – assistance.	7. <b>SUBSTANTIATION</b> – Knowledge of technical navigation procedures, as they apply to pilots, will help the cadet understand the importance of navigation principles in the preparation of a flight.	
3. <b>STANDARD</b> – The cadet will correctly identify the technical air navigation procedures required for a flight, including: a. <b>Pre-flight Planning</b> – (1) selection of a route; (2) analysis of weather; (3) preparation of maps and charts; (4) preparation of a flight log; (5) review of NOTAMs; (6) filing of a flight plan; and (7) route study.	8. <b>REFERENCES:</b> a. From the Ground Up; and b. Level Three Handbook.	
b. <b>Flight Procedures</b> – (1) respect the flight plan; (2) respect the airspace system; (3) beware of check points; and	9. <b>TRAINING AIDS:</b> a. OHP; and b. Flight plan.	10. <b>LEARNING AIDS</b> – Flight plan.
	11. <b>TEST DETAILS</b> – No final test.	
	12. <b>REMARKS</b> – Do not go into too much detail.	

<b>CHAPTER 4: LESSON SPECIFICATIONS</b>	
<b>COURSE TITLE: LEVEL THREE</b>	<b>CTS NUMBER: A-CR-CCP-265/PC-001</b>
<b>NAVIGATION : 417.02 (cont)</b>	
<p>(4) proceed to route corrections if necessary.</p> <p>c. <b>After the flight.</b> Close the flight plan to avoid becoming the object of a search.</p> <p>4. <b>TEACHING POINTS:</b></p> <p>a. The three main points to determine when talking about air navigation include the following:</p> <p>(1) the correct heading to direct the aircraft to the desired destination;</p> <p>(2) the position of the aircraft at any time; and</p> <p>(3) the time at which the aircraft will reach any particular position.</p> <p>b. The airspace is regulated for safety reasons. There may be as many as 10 000 aircraft airborne at the same time. There are over 200 000 aircraft in Canada and the USA.</p> <p>c. Airspace corridors are like highways with different altitudes.</p>	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>NAVIGATION: 417.03</b>	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Explain the Earth's magnetism. 2. <b>CONDITIONS:</b> a. Given – NA; and b. Denied – assistance.	6. <b>METHOD/APPROACH</b> – Lecture.	
3. <b>STANDARD</b> – The cadet will correctly explain the Earth's magnetism by:	7. <b>SUBSTANTIATION</b> – NA.	
a. identifying the shape of the Earth; b. explaining the Earth's magnetic field; c. explaining the rotation of the Earth;	8. <b>REFERENCES:</b> a. From the Ground Up; and b. Level Three Handbook.	
d. explaining the difference between magnetic and true pole; e. identifying isogonic lines; f. identifying agonic lines; and	9. <b>TRAINING AIDS</b> – Globe.	10. <b>LEARNING AIDS</b> – Globe.
g. explaining the effect of variation. 4. <b>TEACHING POINTS:</b>	11. <b>TEST DETAILS</b> – The cadet will be checked independently and will be required to answer questions on the subject matter.	
a. The Earth is assumed to be a perfect sphere. However, because it is spinning through space, the centrifugal force has caused it to become flattened slightly at the poles and bulged at the equator. b. The Earth makes one rotation a day about an imaginary line called "spin axis". The two points at which the spin axis terminates on the surface of the Earth are called "poles". The Earth spins EAST.	12. <b>REMARKS:</b> a. Do not go into too much detail. b. Make sure that cadets understand the difference between true and magnetic pole.	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**NAVIGATION : 417.03 (cont)**

- c. The Earth acts as a huge magnet. Lines of magnetic force go from one magnetic pole to the other. This is called a magnetic field.
  
- d. **Variation** is the angular difference between the direction of true north and magnetic north at a given point. Variation is not constant over the Earth's surface, but varies from place to place.
  
- e. Points of equal variation are joined on a map by lines known as isogonal.
  
- f. Lines joining points of zero variation are known as agonic lines.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<p><b>NAVIGATION: 417.04</b></p>	<p>5. <b>TIME</b> – Two 35-minute periods.</p>	
<p>1. <b>PERFORMANCE</b> – Indicate position and direction of a plane.</p> <p>2. <b>CONDITIONS:</b></p> <p>a. Given – a map; and</p> <p>b. Denied – assistance.</p>	<p>6. <b>METHOD/APPROACH:</b></p> <p>a. Lecture; and</p> <p>b. Practice.</p>	
<p>3. <b>STANDARD</b> – The cadet will indicate the position and the direction of a plane using:</p>	<p>7. <b>SUBSTANTIATION</b> – NA.</p>	
<p>a. The position –</p> <p>(1) the meridian of longitude (measured in degrees, minutes and seconds);</p> <p>(2) the parallel of latitude (measured in degrees from the equator); and</p> <p>(3) the Prime Meridian.</p>	<p>8. <b>REFERENCES:</b></p> <p>a. From the Ground Up; and</p> <p>b. Level Three Handbook.</p>	
<p>b. The direction –</p> <p>(1) the compass rose;</p> <p>(2) magnetic north and true north; and</p> <p>(3) the meridian lines.</p>	<p>9. <b>TRAINING AIDS</b> – Maps.</p>	<p>10. <b>LEARNING AIDS</b> – Maps.</p>
<p>4. <b>TEACHING POINTS:</b></p> <p>a. The equator is an imaginary line perpendicular to the axis of rotation of the Earth.</p>	<p>11. <b>TEST DETAILS</b> – The cadet will have to calculate the direction angle of two given points of departure and arrival.</p>	
	<p>12. <b>REMARKS:</b></p> <p>a. Make the section period practical.</p> <p>b. Identify the flight instruments used to help the pilot navigate (magnetic compass, horizontal situation indicator, bearing indicator, radio magnetic indicator, flight director, altimeter, tachometer, altitude indicator, turn and slip indicator, angle of attack indicator, turn co-ordinator).</p>	

**CHAPTER 4: LESSON SPECIFICATIONS****COURSE TITLE: LEVEL THREE****CTS NUMBER: A-CR-CCP-265/PC-001****NAVIGATION : 417.04 (cont)**

- b. Meridians of longitude are lines joining the true (or geographic) poles of the Earth:
- (1) they are also called true meridians as opposed to magnetic meridians which join the magnetic poles; and
  - (2) longitude is measured from 0 degrees to 180 degrees east and west of the Prime Meridian. It is measured in degrees, minutes and seconds. There are 60 minutes in a degree and 60 seconds in a minute.
- c. The Prime Meridian is the meridian that passes through Greenwich, England. this meridian is numbered 0 degrees. The meridian on the opposite side of the Earth to the Earth to the Prime Meridian is the 180<sup>th</sup> and is called the International Date Line for here the time changes a day.
- d. Parallels of latitude are imaginary lines parallel to the equator. Latitude is measured from 0 degrees to 90 degrees north or south of the equator, which is numbered 0 degrees. Latitude is expressed in degrees, minutes and seconds.
- e. **The Position.** The most common method used in navigation to identify one's position is geographic co-ordinates (latitude and longitude). Every co-ordinate is calculated from the equator (latitude) and the Prime Meridian (longitude) –
- (1) on a chart, the lines representing the meridians and parallels are numbered. Each small mark along the lines represents one minute;
  - (2) each position will be recorded with the latitude co-ordinate written first, followed by the longitude co-ordinate; and

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**NAVIGATION : 417.04 (cont)**

(3) 495N 9714W means that you are located 49 degrees 54 minutes north of the equator and 97 degrees 14 minutes west of the Prime Meridian.

f. The direction –

(1) navigation uses degrees instead of cardinal and intermediate points (see PO 419) to express the direction;

(2) degrees are defined on the compass rose (which is a circle overprinted on a chart) divided clockwise from North (0 degrees to 360 degrees), to East (90 degrees), South (180 degrees), to West (270 degrees);

(3) the angle between the meridian over which an airplane is flying and the line in which the airplane "nose" is pointing, measured clockwise, is the airplane's true heading;

(4) when planning a flight, a pilot will trace a line between the point of departure and the point of arrival and calculate the bearing by calculating the angle between this line and the meridian; and

(5) true direction must be derived from magnetic direction.



**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**PO**

**TRAINING SUMMARY**

**CTS: A-CR-CCP-265/PC-001**  
**PO 418 RADIO COMMUNICATIONS**  
**PERFORMANCE – Make an urgency call and a distress call.**

<b>EO</b>	<b>PERFORMANCE STATEMENTS</b>	<b>NUMBER OF PERIODS</b>
01	Identify radio procedures.	2
02	Identify correct calling and replying radio procedures.	2
03	Identify distress communication procedures.	1
04	Identify urgency and safety communication procedures.	1
<b>TOTAL</b>		<b>6</b>

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>RADIO COMMUNICATIONS: 418.01</b>	5. <b>TIME</b> – Two 35-minute periods.	
1. <b>PERFORMANCE</b> – Identify radio procedures. 2. <b>CONDITIONS:</b> a. Given – NA; and b. Denied – assistance.	6. <b>METHOD/APPROACH:</b> a. Lecture; and b. Practice.	
3. <b>STANDARD</b> – The cadet will correctly identify radio procedures including: a. words and phrases; b. time; and c. radio techniques.	7. <b>SUBSTANTIATION</b> – NA.	
4. <b>TEACHING POINTS:</b> a. The cadet has to use the following words and phrases, whenever applicable, during radio communications:  (1) acknowledge; (2) affirmative; (3) break; (4) channel; (5) cleared; (6) confirm; (7) correction; (8) disregard;	8. <b>REFERENCES:</b> a. Level Three Handbook; and b. Ric-21, Guide for the Radio Telephone Operator's Restricted Certificate (Aeronautical).	
	9. <b>TRAINING AIDS</b> – Walkie-talkies.	10. <b>LEARNING AIDS:</b> a. Hand-out of words; and b. Hand-out of communication situations.
	11. <b>TEST DETAILS</b> – The cadet will have to communicate through a radio using proper procedures and words.	
	12. <b>REMARKS:</b> a. Words and phrases are best learned through practice. b. Cadets should be reminded of regulations against profanity and misuse of air time on the radio.	

**CHAPTER 4: LESSON SPECIFICATIONS****COURSE TITLE: LEVEL THREE****CTS NUMBER: A-CR-CCP-265/PC-001****RADIO COMMUNICATIONS : 418.01 (cont)**

- (9) go ahead;
- (10) how do you read;
- (11) I say again;
- (12) mayday;
- (13) mayday relay;
- (14) monitor;
- (15) negative;
- (16) out;
- (17) over;
- (18) pan pan;
- (19) read back;
- (20) roger;
- (21) roger number;
- (22) say again;
- (23) seelonc;
- (24) seelonc feene;
- (25) seelonc mayday;
- (26) stand by;
- (27) that is correct;
- (28) verify;

- c. This EO can be met without the use of radios. Cadets should drill radio procedures.
- d. The instructor can prepare scenarios requiring radio action. These scenarios should reflect situations where cadets may be required to use radio procedures.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**RADIO COMMUNICATIONS : 418.01 (cont)**

(29) wilco; and

(30) words twice.

- b. **Time.** The 24-hour system is used to express time. It is expressed by four figures. The first two denote the hour past midnight and the last two the minutes past the hour.

**– EXAMPLES –**

12:00 is expressed – 0000

12:30 am is expressed – 0030

2:45 am is expressed – 0215

5:45 am is expressed – 0545

3:30 pm is expressed – 1530

10:50 pm is expressed – 2250

- c. **Radio Techniques.** Radio telephone contact usually consists of four points:

(1) the call-up;

(2) the reply;

(3) the message; and

(4) the acknowledgement.

- d. Pronounce words clearly. Do not slur sounds or run words together.

e. Speak at a moderate rate, neither too fast nor too slow.

f. Keep the pitch of the voice constant. High pitch voices transmit better than low pitch voices.

g. Do not shout into the microphone.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**RADIO COMMUNICATIONS : 418.01 (cont)**

- h. Hold the microphone correctly – about one inch from the lips.
- j. Know what you are going to say before starting the communication. "Ums" and "ahs" take up valuable air time.
- k. Profanity or offensive language is not permitted.
- m. The important thing is to prevent misunderstandings. Repeat the message if necessary to avoid error.
- n. Words such as "OK", "repeat" and "how is that", etc, or slang expressions should not be used.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>RADIO COMMUNICATIONS: 418.02</b>	5. <b>TIME</b> – Two 35-minute periods.	
1. <b>PERFORMANCE</b> – Identify correct calling and replying radio procedures. 2. <b>CONDITIONS:</b> a. Given – NA; and b. Denied – assistance.	6. <b>METHOD/APPROACH:</b> a. Lecture; and b. Practice.	
3. <b>STANDARD</b> – The cadet will correctly identify calling and replying radio procedures, including: a. calling procedures; b. replying procedures; and c. corrections and repetitions during transmission.	7. <b>SUBSTANTIATION</b> – NA.	
4. <b>TEACHING POINTS:</b> a. Calling procedures: (1) before transmitting, operators shall listen for a period long enough to satisfy themselves that they will not cause interference to communications already in progress; (2) when operators wish to establish communication with a specific station, they shall transmit the following items in the order indicated:  (a) <b>For a Single Station Call</b> – i. call sign of station called (no more than three times), ii. the words "this is",	8. <b>REFERENCES:</b> a. From the Ground Up; and b. Level Three Handbook.	
	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – Hand-out of key phrases.
	11. <b>TEST DETAILS</b> – The cadet will be checked independently and will be required to answer questions on the subject matter.	
	12. <b>REMARKS</b> – NA.	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**RADIO COMMUNICATIONS : 418.02 (cont)**

- iii. call sign of the aircraft calling (no more than three times),
- iv. frequency on which station is transmitting, and
- v. invitation to reply;
- (b) **For Multiple Station Call.** If more than one station is to be called simultaneously, the identifiers may be transmitted in any convenient sequence preceding the words "this is"; and
- (c) **For General Call.** The call should be made to "all stations" using the same procedures as a single station call.
- b. Replaying procedures:
  - (1) operators hearing a call directed to their station shall reply as soon as possible, and advise the calling station to proceed with the message with the words "go ahead" or "stand-by";
  - (2) as a general rule, operators replying to a multiple station call should answer in the order in which they have been called; and
  - (3) when operators hear a call but are uncertain whether the call is intended for their station, they should not reply until the call has been repeated and understood.
- c. Corrections and repetitions during transmission:
  - (1) when an error has been made in transmission, the word "correction" should be spoken, the last correct word or phrase repeated and the correct version transmitted;

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**RADIO COMMUNICATIONS : 418.02 (cont)**

- (2) transmissions of items of transmission should not be repeated unless requested by the receiving station; and
- (3) if receiving operators desire a repetition of a message, they should say the words "say again" followed by identification of the portion of the message desired.



**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>RADIO COMMUNICATIONS: 418.03</b>	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Identify distress communication procedures. 2. <b>CONDITIONS:</b> a. Given – a situation; and b. Denied – assistance.	6. <b>METHOD/APPROACH:</b> a. Lecture; and b. Practice.	
3. <b>STANDARD</b> – The cadet will correctly identify distress communication procedures, including: a. definition of distress; b. distress signal; and c. distress call procedures.	7. <b>SUBSTANTIATION</b> – Knowledge of distress procedures will allow cadets to act in the interest of their own and others safety.	
4. <b>TEACHING POINTS:</b> a. A distress situation is indicated if: (1) the station sending the signal is threatened by grave or imminent danger and requires immediate assistance; or (2) the station sending the signal is aware that someone else is threatened by the same danger. b. The transmitted word for distress is "MAYDAY" – (1) a distress call shall comprise: (a) the distress signal MAYDAY transmitted three times, (b) the words "this is", and	8. <b>REFERENCES:</b> a. Level Three Handbook; and b. Ric-21, Guide for the Radio Telephone Operator's Restricted Certificate (Aeronautical).	
	9. <b>TRAINING AIDS:</b> a. Radio; and b. Distress calls recorded.	10. <b>LEARNING AIDS</b> – Hand-out with examples of distress situations.
	11. <b>TEST DETAILS</b> – Cadets will be checked independently and will be required to make a distress call.	
	12. <b>REMARKS:</b> a. Instructors should ensure that any practice distress calls are not broadcast. b. A variety of emergency situations should be given to the cadet for practice.	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**RADIO COMMUNICATIONS : 418.03 (cont)**

- (c) the call sign of the aircraft in distress transmitted three times;
- c. The distress call should be followed as soon as possible by the distress message which should follow the following format:
  - (1) the distress call;
  - (2) the call sign or name of the station in distress;
  - (3) particulars of its position;
  - (4) notice of distress and kind of assistance required; and
  - (5) any other information that might facilitate rescue.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>RADIO COMMUNICATIONS: 418.04</b>	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Identify urgency communication procedures. 2. <b>CONDITIONS:</b> a. Given – a situation; and b. Denied – assistance.	6. <b>METHOD/APPROACH:</b> a. Lecture; and b. Practice.	
3. <b>STANDARD</b> – The cadet will correctly identify urgency communication procedures including: a. definition of urgency situation; b. urgency signal; and c. urgency call priority.	7. <b>SUBSTANTIATION</b> – Knowledge of urgency procedures will give cadets the ability to act in the interest of their own and others' safety.	
4. <b>TEACHING POINTS:</b> a. The urgency situation is indicated when the calling station has a very urgent message to transmit concerning the safety of someone within sight. b. The urgency signal is "PAN PAN" spoken three times. It is sent before the call. c. The urgency signal has priority over all communications except distress.	8. <b>REFERENCES:</b> a. Level Three Handbook; and b. Ric-21, Guide for the Radio Telephone Operator's Restricted Certificate (Aeronautical).	
	9. <b>TRAINING AIDS</b> – Radio.	10. <b>LEARNING AIDS</b> – Hand-out detailing urgency situations to practise.
	11. <b>TEST DETAILS</b> – Cadets will be checked independently and will be required to make an urgency call.	
	12. <b>REMARKS</b> – Instructors should ensure that practice urgency transmissions are not broadcast.	

4-141/4-142

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**PO**

**TRAINING SUMMARY**

**CTS: A-CR-CCP-265/PC-001**  
**PO 419 AIRCREW SURVIVAL**  
**PERFORMANCE – Participate in an aircrew survival exercise.**

**A. CTP TRAINING**

<b>EO</b>	<b>PERFORMANCE STATEMENTS</b>	<b>NUMBER OF PERIODS</b>
01	Identify different types of maps and their care and maintenance.	1
02	Identify the marginal information and conventional signs found on military topographical maps.	1
03	Locate an area/point on the map using a four-figure and a six-figure grid reference.	2
04	Identify the components of the Silva compass and their related functions.	1
05	Identify the points of the compass.	1
06	Take a bearing to an indicated point on the ground.	1*
07	Participate in a ground search and rescue exercise.	1*
<b>TOTAL</b>		<b>8</b>

**B. MANDATORY SUPPORT TRAINING**

\*The cadet must participate in a minimum of one weekend survival bush exercise. At this time the cadet will be provided with the opportunity to practically apply knowledge required in 419.06 and 419.07.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>AIRCREW SURVIVAL: 419.01</b>	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Identify different types of maps and their care and maintenance. 2. <b>CONDITIONS:</b> a. Given – maps; and b. Denied – assistance.	6. <b>METHOD/APPROACH:</b> a. Lecture; and b. Practice.	
3. <b>STANDARD</b> – The cadet will, in accordance with references: a. identify three types of maps; and b. correctly fold one map.	7. <b>SUBSTANTIATION</b> – NA.	
4. <b>TEACHING POINTS:</b> a. <b>Types of maps</b> – (1) topographical; (2) street; (3) road; (4) relief; (5) air photo; (6) outline; (7) statistical; and (8) map scale.	8. <b>REFERENCES:</b> a. A-CR-CCP-204/PT-001; and b. Level Three Handbook.	
	9. <b>TRAINING AIDS</b> – Maps.	10. <b>LEARNING AIDS</b> – Maps.
	11. <b>TEST DETAILS</b> – The cadet will have to identify three types of maps and successfully fold one.	
	12. <b>REMARKS</b> – The instructor should find one example of each type of map.	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**AIRCREW SURVIVAL : 419.01 (cont)**

**b. Care and maintenance –**

- (1) storage;
- (2) protection against water and grime; and
- (3) how to fold a map.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>AIRCREW SURVIVAL: 419.02</b>	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Identify the marginal information and conventional signs found on military topographical maps.	6. <b>METHOD/APPROACH</b> – Lecture.	
2. <b>CONDITIONS:</b> a. Given – maps; and b. Denied – assistance.	7. <b>SUBSTANTIATION</b> – NA.	
3. <b>STANDARD</b> – The cadet will correctly identify: a. the marginal information found on a map; and b. the conventional signs found on a map.	8. <b>REFERENCES:</b> a. A-CR-CCP-204/PT-001; and b. Level Three Handbook.	
4. <b>TEACHING POINTS:</b> a. <b>Marginal information</b> – (1) name of the map sheet; (2) number of the map sheet; (3) scale bars; (4) date of map data; (5) magnetic declination or variation; (6) reference plates of conventional signs; (7) map scale; (8) index to adjacent map sheets; (9) explanation of grid reference;	9. <b>TRAINING AIDS</b> – Map/OHP.	10. <b>LEARNING AIDS</b> – NA.
	11. <b>TEST DETAILS</b> – Each cadet will be checked independently and will have to respond to questions on the subject matter.	
	12. <b>REMARKS</b> – Do not go into too much detail.	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**AIRCREW SURVIVAL : 419.02 (cont)**

- (10) latitude and longitude; and
- (11) contour interval.

**b. Conventional signs –**

- (1) roads;
- (2) railroads;
- (3) tunnels;
- (4) transmission lines;
- (5) buildings;
- (6) woods;
- (7) heights;
- (8) water features; and
- (9) miscellaneous symbols.



**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>AIRCREW SURVIVAL: 419.03</b>	5. <b>TIME</b> – Two 35-minute periods.	
1. <b>PERFORMANCE</b> – Locate an area/point on the map using a four-figure and six-figure grid reference.	6. <b>METHOD/APPROACH:</b> a. Lecture; and b. Practice.	
2. <b>CONDITIONS:</b> a. Given – (1) a map; and (2) a series of designated locations on a map.	7. <b>SUBSTANTIATION</b> – This lesson will help cadets understand the grid system superimposed on a topographical map.	
b. Denied – (1) assistance; and (2) a romer.	8. <b>REFERENCES:</b> a. A-CR-CCP-204/PT-001; and b. Level Three Handbook.	
3. <b>STANDARD</b> – The cadet will correctly identify a designated area/point on a map using a : a. <b>Four-figure grid reference by:</b> (1) reading the first two grid numbers from west to east; and (2) reading the last two grid numbers from south to north.	9. <b>TRAINING AIDS</b> – Map/OHP.	10. <b>LEARNING AIDS</b> – NA.
b. <b>Six-figure grid reference by:</b> (1) reading the first three grid numbers from west to east; and (2) reading the last three grid numbers from south to north.	11. <b>TEST DETAILS</b> – The cadet will be required to identify the position of designated areas/points by their four-figure or six-figure grid.	
	12. <b>REMARKS:</b> a. Do not go into too much detail. b. The cadet should have an opportunity to practise.	

<b>CHAPTER 4: LESSON SPECIFICATIONS</b>	
<b>COURSE TITLE: LEVEL THREE</b>	<b>CTS NUMBER: A-CR-CCP-265/PC-001</b>
<b>AIRCREW SURVIVAL : 419.03 (cont)</b>	
<b>4. TEACHING POINTS:</b>	
a. A grid reference is a method of indicating a specific point on a map, simply and accurately.	
b. Maps are printed so that north is on top of the sheet.	
c. The size of each of the grid squares that comprise the grid will vary with the scale of the map.	
d. Grid reference numbers are always an even number of digits. The number of digits used is determined by the accuracy required.	
e. A four-figure grid reference refers to a 1 000 m square and is accurate to within 1 000 m on the ground. It is used to identify the location of main features, ie, a village, a road intersection where there is only one road intersection in the grid square, any feature when there is only one of its kind in the grid square.	
f. A six-figure grid reference refers to a 100 m square and is accurate to within 100 m on the ground. It is used when there are two or more features located in the same grid square, ie, two roads, two bridges, etc.	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>AIRCREW SURVIVAL: 419.04</b>	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Identify the components of the Silva compass and their related functions.  2. <b>CONDITIONS:</b>  a. Given – a compass; and  b. Denied – assistance.	6. <b>METHOD/APPROACH:</b>  a. Lecture; and  b. Demonstration.	
3. <b>STANDARD</b> – The cadet will correctly identify five components of the Silva compass and their related functions including:	7. <b>SUBSTANTIATION</b> – To become proficient in navigation, the cadet should have a good knowledge and understanding of the compass	
a. <b>Sight.</b> Used when taking a bearing off a distant object.  b. <b>Sighting Mirror.</b> Used in conjunction with the sight in order to read the bearing.	8. <b>REFERENCES:</b>  a. A-PD-318-008/PT-001; and  b. Level Three Handbook.	
c. <b>Sighting Line.</b> Used when taking a bearing.  d. <b>Declination Adjusting Screw.</b> Used to apply the local declination to the compass.	9. <b>TRAINING AIDS</b> – Silva compass.	10. <b>LEARNING AIDS</b> – NA.
e. <b>Luminous Orienting Points.</b> Used to line up the orienting arrow and the magnetic needle at night.  f. <b>Orienting Arrow.</b> Used as a reference point for the magnetic needle when taking and following a bearing.	11. <b>TEST DETAILS</b> – The cadet will identify five components of the Silva compass and their related functions.	
g. <b>Safety Cord.</b> Used to secure the compass round the neck and wrist.	12. <b>REMARKS</b> – Stress care and maintenance of the compass.	
h. <b>Adjustable Wrist Lock.</b> Used to shorten the cord to fit snugly around the wrist.		
j. <b>Screwdriver.</b> Used to turn the declination adjusting screw.		

**CHAPTER 4: LESSON SPECIFICATIONS****COURSE TITLE: LEVEL THREE****CTS NUMBER: A-CR-CCP-265/PC-001****AIRCREW SURVIVAL : 419.04 (cont)**

- k. **Luminous Point.** Used to read off the back bearings at night and to help line up other parts of the compass when taking a bearing at night.
  - m. **Magnetic Needle.** Used to tell north.
  - n. **Compass Dial or Housing.** Used to help determine direction.
  - p. **Dial Graduations.** Used to give a quantitative reading as to direction in mils or degrees.
  - q. **Compass Meridian Lines.** Used to line up the compass with the meridian lines on a map.
  - r. **Luminous Index Pointer.** Used to read off the forward direction.
4. **TEACHING POINTS:**
- a. Care of the compass.
  - b. How weather conditions could affect the compass.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>AIRCREW SURVIVAL: 419.05</b>	5. <b>TIME</b> – One 35-minute period.	
1. <b>PERFORMANCE</b> – Identify the points of the compass. 2. <b>CONDITIONS:</b> a. Given – a compass; and b. Denied – assistance. 3. <b>STANDARD</b> – The cadet will correctly identify, from memory, the cardinal and intermediate points on the compass including:	6. <b>METHOD/APPROACH</b> – Lecture.  7. <b>SUBSTANTIATION</b> – The cadet must have a good knowledge of the points of the compass in order to take an accurate bearing.	
a. The four cardinal points: (1) north; (2) east; (3) south; and (4) west. b. The 12 intermediate points: (1) north east; (2) north north east; (3) east north east; (4) south east; (5) south south east; (6) east south east; (7) south west;	8. <b>REFERENCES:</b> a. A-PD-318-008/PT-001; and b. Level Three Handbook.	
	9. <b>TRAINING AIDS:</b> a. Silva compass; and b. OHP.	10. <b>LEARNING AIDS</b> – NA.
	11. <b>TEST DETAILS</b> – The cadet will identify the four cardinal and 12 intermediate points on the compass.	
	12. <b>REMARKS</b> – Stick to the four cardinal and 12 intermediate points. There is no need to learn any more.	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**AIRCREW SURVIVAL : 419.05 (cont)**

(8) south south west;

(9) west south west;

(10) north west;

(11) north north west; and

(12) west north west.

**4. TEACHING POINTS:**

a. Magnetic north.

b. True north.

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>AIRCREW SURVIVAL: 419.06</b>	5. <b>TIME</b> – One 35-minute period. Time allocated during mandatory support training exercise.	
1. <b>PERFORMANCE</b> – Take a bearing to an indicated point on the ground.  2. <b>CONDITIONS:</b>  a. Given –  (1) a suitable training area;  (2) a compass; and  (3) indicated points on the ground.  b. Denied – assistance.	6. <b>METHOD/APPROACH:</b>  a. Demonstration; and  b. Practice.	
3. <b>STANDARD</b> – The cadet will correctly identify take a bearing to an indicated point on the ground by:  a. selecting the object on which a bearing is to be taken;  b. opening the compass;  c. looking through the compass sight lining the sight and the sighting groove on the object;  d. rotating the compass housing by turning the milled rim-ring with the free hand until the magnetic needle end is centred between and parallel to the luminous compass orienting lines;  e. checking to see that the sight has remained on the object; and  f. reading the compass bearing on the compass dial at the index pointer.	7. <b>SUBSTANTIATION</b> – NA.	
	8. <b>REFERENCES:</b>  a. A-PD-318-008/PT-001; and  b. Level Three Handbook.	
	9. <b>TRAINING AIDS</b> – Compass.	10. <b>LEARNING AIDS</b> – NA.
	11. <b>TEST DETAILS</b> – The cadet will correctly take a bearing to an indicated point on the ground.	
	12. <b>REMARKS:</b>  a. This lesson is best taught out-of-doors. It is more stimulating and realistic to take a bearing on a church tower or a tree than on the corner of a classroom.  b. Let the class practise taking bearings on pre-indicated points. The instructor will have to confirm the class members correctness.	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**AIRCREW SURVIVAL : 419.06 (cont)**

**4. TEACHING POINTS:**

- a. Bearings can be measured in degrees (360 degrees in a circle) or in mils (6 400 mils in a circle). The Army uses the mils system for its precision.
- b. Before taking a bearing, we need to take into account the declination and adjust the compass using the screwdriver attached to it.
- c. Maps and directions, moreover, are usually based on true north, which is static. The compass needle, however, points to magnetic north which is some six degrees to the west of true north, but moves slightly from year to year. Magnetic declination, therefore, is the angle between true north and magnetic north. The amount of declination at any given point depends on the location of that point on the North American continent. Where true and magnetic north are in the same direction, the declination is zero.



**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

EO AND TEACHING POINTS	TRAINING DETAILS	
<b>AIRCREW SURVIVAL: 419.07</b>	5. <b>TIME</b> – One 35-minute period. Time allocated during mandatory support training exercise.	
1. <b>PERFORMANCE</b> – Participate in a ground search and rescue exercise. 2. <b>CONDITIONS:</b> a. Given – (1) situation where the knowledge is required; and (2) assistance. b. Denied – NA. 3. <b>STANDARD</b> – The cadet will participate in a ground search and rescue exercise as a member of a search party by: a. adopting an appropriate search formation; b. following correct search procedures; and c. promptly reacting to commands and/or suggested signals.	6. <b>METHOD/APPROACH:</b>  a. Lecture; and  b. Discussion.	
	7. <b>SUBSTANTIATION</b> – Cadets could be placed in a situation where they have to search for, and rescue, someone. They must learn the correct techniques of searches.	
	8. <b>REFERENCES:</b>  a. A-CR-CCP-204/PT-001; and  b. Level Three Handbook.	
4. <b>TEACHING POINTS:</b> a. Types of searches – (1) <b>Track Crawl.</b> This type of search may be carried out by one or more people who will search along a trail or a given track.  (2) <b>Parallel Sweep.</b> This type of search employs groups of people who are spread out in a particular formation at specified distance apart, for one sweep of an area.	9. <b>TRAINING AIDS</b> – NA.	10. <b>LEARNING AIDS</b> – NA.
	11. <b>TEST DETAILS</b> – Each cadet will have to participate in a search and rescue exercise.	
	12. <b>REMARKS:</b>  a. Stress the importance of teamwork.  b. Give examples of situations in which this knowledge could be important (plane crash in the squadron area, summer camps, squadron survival exercise, etc).  c. Cadets could be asked by municipal authorities to participate in a real search at any given time.	

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**AIRCREW SURVIVAL : 419.07 (cont)**

(3) **Creeping Line Ahead.** This type of search is the most commonly used and is the same as the parallel sweep type except that the searchers continue in formation until a specified area is thoroughly searched.

(4) **Contour Search.** This type of search is used to search steep slopes that cannot be covered by travelling in a straight line.

b. Formations –

(1) **Line Abreast.** The searchers are lined up in a straight line with the leader on the left or right. The searchers will advance in a straight line at all times and will take dressing from the person on their left or right depending on the instructions given by the leader.

(2) **V Formation.** Similar to Arrowhead. This formation may be used when the search party is large (over 12 people) and inexperienced.

c. Signals –

(1) Sound signals are used on all ground searches.

(2) In order to keep the party moving together in a line abreast formation the leader must give explicit instructions regarding dressing, spacing and signals.

(3) Suggested signals include the following:

(a) one whistle blast – all party members must stop;

**CHAPTER 4: LESSON SPECIFICATIONS**

**COURSE TITLE: LEVEL THREE**

**CTS NUMBER: A-CR-CCP-265/PC-001**

**AIRCREW SURVIVAL : 419.07 (cont)**

- (b) two whistle blasts – all party members go; and
- (c) three whistle blasts – party members number.
- d. Search hints –
  - (1) The control of a search party is difficult to maintain at any time; therefore, it is advantageous to have the most experienced personnel on the flanks and strategically positioned in the formation.
  - (2) A search party must proceed at the speed of the slowest member.
  - (3) All members of a search party should be briefed to watch for special signs that may be clues to the object of the search.
  - (4) Members should also be briefed on what action to take upon locating the object of the search.

**PO 420**  
**(Not allocated)**

**PO 421**  
**(Not allocated)**