

COMMON TRAINING

PROFICIENCY LEVEL FIVE

INSTRUCTIONAL GUIDE

SECTION 1

EO M507.01 – DEVELOP A PERSONALIZED SCHEDULE

Total Time:	90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-805/PG-001, *Proficiency Level Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Review year four CSTC training opportunities found at CATO 51-01 *Air Cadet Program Outline*, as the prerequisites for training may change.

Review CSTC advanced training - staff cadet opportunities found at CATO 13-28, *Advanced Training–Staff Cadets*, as the prerequisites for positions may change.

Photocopy Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil

APPROACH

An interactive lecture was chosen for TPs 1, 2 and 5 to orient the cadets to and generate interest in Proficiency Level Five mandatory and complementary training opportunities as well as the On-the-Job Practical Requirements (OJPR) and OJPR Logbook.

A group discussion was chosen for TPs 3 and 4 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about summer training opportunities, leadership assignments and leadership appointments at the squadron.

An in-class activity was chosen for TP 6 as it is an interactive way to provoke thought and stimulate interest among the cadets as they develop a personalized schedule.

INTRODUCTION

REVIEW

Nil.

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OBJECTIVES

By the end of this lesson the cadet shall have identified the training opportunities in Proficiency Level Five and have developed a personalized schedule for the training year(s).

IMPORTANCE

It is important for cadets to know what training will be conducted during Proficiency Level Five to give them an overview of what the training year(s) will entail. This lesson will help generate interest in the topics and provide a basis on which the cadet will balance school, work, personal and cadet commitments to establish a personalized schedule.

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Teaching point 1 **Identify Proficiency Level Five mandatory training common to the sea, army and air elements of the CCO.**

Time: 10 min Method: Interactive Lecture

OVERVIEW

The training program is broken into performance objectives (POs), which are the overall subjects, and enabling objectives (EOs), which are the topics within each PO. Training is conducted as mandatory and complementary components. Proficiency Level Five also sees the addition of two new topic areas, Professional Development and Personal Development.

MANDATORY TRAINING

Mandatory training encompasses the EOs that all cadets must complete throughout the training year(s). Proficiency Level Five mandatory training is common for sea, army and air cadets. The number of periods allocated for mandatory training is minimal, to allow cadets more free time to tailor their training year(s) to suit their individual circumstances.

Community Service – PO 502 (Perform Community Service)

The aim of Proficiency Level Five community service is to encourage the cadet to be an active citizen through participation in local community service activities. Cadet are expected to complete a prescribed number of hours of community service, with at least one of those activities completed with the community service learning model, to meet the requirements of this PO.

Leadership – PO 503 (Lead Cadet Activities)

The aim of Proficiency Level Five leadership is to provide the cadet with knowledge and skills to practice leadership during naturally occurring leadership assignments, structured leadership appointments, and a team leadership project. The cadet, as a member of a team, will:

- propose an exercise;
- plan an exercise;
- conduct an exercise; and
- conclude an exercise.

Personal Fitness and Healthy Living – PO 504 (Adopt an Active Lifestyle)

The aim of Proficiency Level Five personal fitness and healthy living is to encourage the cadet to set and pursue fitness goals that contribute to an active lifestyle. Cadets are expected to complete the Cadet Fitness Assessment as well as a prescribed number of hours of physical fitness to satisfy the requirements of this PO.

General Cadet Knowledge – PO 507 (Serve in an Air Cadet Squadron)

The aim of Proficiency Level Five general cadet knowledge is to provide the cadet with information on the opportunities inherent in the Air Cadet Program and prepare the cadet for Proficiency Level Five assessment of learning requirements. Cadets will identify the training opportunities available in Proficiency Level Five.

Instructional Techniques – PO 509 (Instruct Cadets)

The aim of Proficiency Level Five instructional techniques is to refine the cadet's skills in instructing a 30-minute lesson. Cadets are required to be successful on at least one assessment of their instructional skills during Proficiency Level Five. Since Proficiency Level Five cadets will normally be the primary instructors at

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the local squadron, many opportunities exist for them to develop their skills. Lessons can also be delivered at other locations, such as at Cadet Summer Training Centres (CSTCs), gliding centres, etc.

Professional Development – PO 513 (Attend a Workshop)

The aim of PO 513 (Attend a Workshop) is to provide the cadet with professional development to enhance common training skills. Workshops are intended to be tri-service and provide the opportunity for cadets to participate in consolidated training with peers from different corps and squadrons on a variety of topics related primarily to leadership and instructional techniques. Proficiency Level Five cadets are expected to complete two days of workshops to successfully complete this PO.

Personal Development – PO 514 (Pursue Individual Learning)

The aim of PO 514 (Pursue Individual Learning) is to provide the cadet an opportunity to pursue an Air Cadet Program topic area using a personal learning plan to develop specialist skills. The participation and / or performance requirements are defined through an individual learning plan (ILP) that outlines a series of objectives to be met within the cadet's area of interest. The ILP is developed by the cadet in consultation with the Proficiency Level Officer and Squadron Training Officer and approved by the Commanding Officer (CO). The provision of a goal setting opportunity allows the cadet to pursue an area of personal interest related to the CP.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What is the aim of Proficiency Level Five citizenship training?

Q2. What is a cadet expected to complete to satisfy the requirements of PO 504?

Q3. Will workshops be elemental or tri-service?

ANTICIPATED ANSWERS:

A1. The aim of Proficiency Level Five citizenship is to introduce the cadet to their roles and responsibilities as a citizen in a globalized world.

A2. Cadets are expected to complete the Cadet Fitness Assessment as well as a prescribed number of hours of physical fitness to satisfy the requirements of PO 504.

A3. Workshops are intended to be tri-service and provide the opportunity for cadets to participate in consolidated training with peers from different corps / squadrons on a variety of topics related primarily to leadership and instructional techniques.

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Teaching point 2 **Identify Proficiency Level Five complementary training opportunities.**

Time: 10 min Method: Interactive Lecture

PROFICIENCY LEVEL FIVE COMPLEMENTARY TRAINING

Proficiency Level Five complementary training has been designed to be self-directed, self study and three periods (90 minutes) in length. The cadet will complete a minimum of three complementary packages. While the packages are self study, they are not intended to be treated as take home assignments. Instead, cadets shall be given time during a regular training session or day to complete the packages (eg, on a parade night when the cadet is not scheduled to instruct or lead an activity). There is nothing precluding a cadet from completing additional self-study packages at any time, should they choose to do so.

COMMON COMPLEMENTARY TRAINING

Common complementary training self study packages are available in four topic areas.

Citizenship – PO 501 (Explain Global Citizenship)

C501.01 (Reflect Upon What It Means To Be a Good Canadian Citizen) examines what it means to be Canadian and how to become an active and responsible citizen;

C501.02 (Reflect Upon Individual Global Citizenship) provides the cadet an opportunity to reflect upon how globalization affects daily choices in all aspects of life; and

C501.03 (Analyze a Global Issue) provides the cadet with an opportunity to develop their critical thinking / reading skills.

Personal Fitness and Healthy Living – PO 504 (Adopt an Active Lifestyle)

C504.01 (Reflect on Personal Fitness and Healthy Living) allows the cadets to reflect on and examine in greater detail the key concepts related to physical fitness and healthy living.

General Cadet Knowledge – PO 507 (Serve in an Air Cadet Squadron)

C507.01 (Identify Service Opportunities as a Cadet Instructors Cadre [CIC] Officer) examines the choices available to a senior cadet who, upon leaving the CP, chooses to enroll as a member of the CIC. Service opportunities range from local corps / squadron participation to supervising national activities.

C507.02 (Identify Volunteer Opportunities with the Air Cadet League League of Canada [ACLC]) examines the options available to a senior cadet who, upon leaving the CP, chooses to support it by volunteering with the ACLC. This option may suit youth who cannot or do not wish to enrol in the CIC. This self study package includes the opportunity to meet with a member of the squadron’s sponsoring committee.

C507.03 (Reflect on the Cadet Experience) provides the tools for a cadet to discover the skills and experience the CP has provided them. It also examines the need to set goals, both short and long term and how to achieve them using an action plan.

Instructional Techniques – PO 509 (Instruct Cadets)

C509.01 (Monitor Instruction) provides cadets with the knowledge and tools to evaluate instruction. This is accomplished though self study and the practical observation of a class.

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ELEMENTAL COMPLEMENTARY TRAINING

Elemental training self-study packages are available in four topic areas.

Airmanship – PO 530 (Fly a Cross-Country Flight Using a Flight Simulator)

C530.01 (Fly a Cross-Country Flight Using a Flight Simulator) provides cadets with an opportunity to fly a cross-country flight using a flight simulator. Within this activity, cadets will plot a visual flight rules (VFR) flight on a VNC and determine aircraft speed.

Aerospace – PO 540 (Reflect on Canada's Contribution to Aerospace Technology)

C540.01 (Reflect on Canada's Contribution to Aerospace Technology) provides cadets with an opportunity to learn about Canada's aerospace technology accomplishments up to the cancellation of the Avro Canada CF-105 Arrow Project and examine the achievements of Avro Canada Limited personnel. Additionally, cadets will reflect on Canada's contribution to the space program and aircraft development.

Aerodrome Operations – PO 560 (Participate in an Aerodrome Operations Activity)

C560.01 (Examine Aspects of Flight Safety [FS]) provides cadets with an opportunity to learn about the role of the Flight Safety Officer (FSO) in the Air Cadet Flying Program (ACFP) and to examine the reporting process and investigation procedures.

C560.02 (Examine the Canadian Bush Pilot Industry) provides cadets with an opportunity to examine the origin and development of bush flying in Canada and to compare aircraft flown.

Aircraft Manufacturing and Maintenance – PO 570 (Examine Aspects of Aircraft Manufacturing and Maintenance Through the Development of Aerobatic Aircraft)

C570.01 (Examine Aspects of Aircraft Manufacturing and Maintenance Through the Development of Aerobatic Aircraft) provides cadets with an opportunity to examine the origin of acrobatic flight, aircraft development, modern aerobatic displays and Canadian aerobatic teams.

Aircrew Survival – PO 590 (Analyze an Aircrew Survival Case Study)

C590.01 (Analyze an Aircrew Survival Case Study) provides cadets with an opportunity to, using a case study of a real incident, analyze the cause of the accident, examine the survival situation, investigate the actions of the crew and analyze the outcome.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. How is Proficiency Level Five complementary training designed?

Q2. Describe C507.01 (Identify Service Opportunities as a Cadet Instructors Cadre [CIC] Officer).

Q3. Describe C560.02 (Examine the Canadian Bush Pilot Industry).

ANTICIPATED ANSWERS:

A1. Proficiency Level Five complementary training has been designed to be self-directed, self study and three periods (90 minutes) in length.

A2. C507.01 (Identify Service Opportunities as a Cadet Instructors Cadre [CIC] Officer) examines the choices available to a senior cadet who, upon leaving the CP, chooses to enrol as a member of the CIC. Service opportunities range from local corps / squadron participation to supervising national activities.

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A3. C560.02 (Examine the Canadian Bush Pilot Industry) provides cadets with an opportunity to examine the origin and development of bush flying in Canada and to compare aircraft flown.

Teaching point 3 **Review summer training opportunities.**

Time: 5 min Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to review summer training opportunities using the tips for answering / facilitating discussion and the suggested questions provided.

STAFF CADET ADVANCED TRAINING

The information below provides a brief introduction of what advanced training - staff cadet is and the types of opportunities exist. To obtain more detailed and up-to-date information, CATO 13-28, *Advanced Training–Staff Cadets* should be consulted prior to conducting this lesson.

CATO 13-28, *Advanced Training–Staff Cadets*, defines staff cadets as follows:

- Staff cadets are appointed to such rank as is authorized by the CO of a CSTC established to conduct summer training.
- On the authority of the CO of the CSTC, staff cadets may be requested to participate in advanced training, including instructional, supervisory or administrative functions that are approved by the Regional Cadet Support Unit (RCSU) CO for that training centre.
- Staff cadets may not be less than 16 years of age as of the first day of January of the year of advanced training.
- Staff cadets are not employees. Participation by the staff cadet during authorized CSTC summer training constitutes advanced training.

While staff cadets are not considered employees, they do receive pay during their time at a CSTC. Each position has a designated rank that corresponds to a pay incentive. For more details see Annexes B and E of CATO 13-28, *Advanced Training–Staff Cadets*.

Staff cadet classifications are divided into two distinct categories:

- Type 1—Training (eg, flight staff, instructor), and
- Type 2—Training Support (eg, administration clerk, supply clerk, accommodation, canteen).



Prerequisites are outlined in CATO 13-28, *Advanced Training–Staff Cadets* for each individual position.

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A cadet who has attended one of these courses could be asked to speak about their experience during this TP.

CADET SUMMER TRAINING CENTRE (CSTC) COURSES

COMMON COURSES



Common courses are available to air, army, and sea cadets.



Refer to CATO 51-01, *Air Cadet Program Outline* for prerequisites.

Military Band–Advanced Musician. The aim of this course is to improve the cadets' music knowledge and skills and to prepare the cadets to assist in the delivery of music training for military band.

Pipe Band–Advanced Musician. The aim of this course is to improve the cadets' music knowledge and skills and to prepare the cadets to assist in the delivery of music training for pipe band.

ELEMENTAL COURSES

Power Pilot Scholarship. The Power Pilot Scholarship is a seven-week course of ground and flying training designed to qualify air cadets for a Transport Canada Private Pilot Licence in accordance with Canadian Air Regulations. Training is conducted by member flying schools or clubs of either the Air Transport Association of Canada or l'Association québécoise des transporteurs aériens.

International Air Cadet Exchange. The purpose of the exchange is to promote friendship and goodwill among air cadets of the participating countries, to encourage participants to develop an interest in international affairs and to reward those air cadets who have rendered outstanding service to their squadrons over a period of years. It is intended only for senior cadets who will represent Canada with distinction.

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GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

Q1. What is the age requirement for advanced training – staff cadet?

Q2. What common CSTC courses are available to Proficiency Level Five cadets?



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



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

CONFIRMATION OF TEACHING POINT 3

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

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Teaching point 4 **Review leadership assignment and leadership appointment opportunities at the squadron.**

Time: 5 min Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to review leadership assignment and appointment opportunities in the squadron using the tips for answering / facilitating discussion and the suggested questions provided.

LEADERSHIP ASSIGNMENT

A leadership assignment is a specific, short or long-term practical leadership opportunity. The team leader must apply their leadership skills. The team leader will have temporary team members either within or outside their peer group. The team will accomplish a single minor duty or task.



Leadership assignments in Proficiency Level Five may be the same as Proficiency Level Three or of longer duration / complexity. Each cadet should have already completed at least three leadership assignments during Proficiency Level Three and Proficiency Level Four.

LEADERSHIP APPOINTMENT

A leadership appointment is a long-term practical leadership opportunity. The team leader must apply their leadership knowledge and skills and display the core leadership qualities of a cadet. The team leader will have an assigned, established team of cadets outside their peer group. These may be organizational appointments (eg, Flight Commander), training appointments (eg, Proficiency Level Instructor) or supplementary appointments (eg, Drill Team Commander). These appointments must be based on the frequency and duration of the major duties or tasks. The team leader must meet with their team on a number of occasions. Leadership appointments may be held by a single Proficiency Level Five cadet (eg, Drill Team Commander) or cadets may rotate through a position (eg, canteen clerk).

The team leader must supervise team members, communicate with team members and solve problems, strive to meet the needs and expectations of team members, motivate team members, and provide feedback to team members. The team leader must attempt to develop the skills and knowledge of their team members.

Direction for the leadership appointment must be given by a superior usually an activity leader or activity manager.



During Proficiency Level Five training, each cadet will be assessed at least once on a leadership assignment and once while fulfilling a leadership appointment.



Ensure a list of leadership appointments has been developed by the Training Officer before instructing this class. Below is a sample list of leadership appointments

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SAMPLE PROFICIENCY LEVEL FIVE LEADERSHIP APPOINTMENTS

Organizational Appointments include:

- Flight Sergeant,
- Flight Commander,
- Squadron Commander,
- Drum Major, and
- Flag Party Commander.

Training Appointments include:

- Proficiency Level Instructor,
- Fitness and Sports Instructor,
- Drill and Ceremonial Instructor,
- Aviation Instructor, and
- Aircrew Survival Instructor.

Supplementary Appointments include:

- Drum Major,
- Band Section Leader,
- Canteen Steward,
- Drill Team Commander,
- Marksmanship Team Captain,
- Range Assistant,
- First Aid Team Captain,
- Biathlon Team Captain, and
- Sports Team Captain.



Proficiency Level Five cadets will typically be assigned the leadership appointments of Squadron Warrant Officer or supplementary appointments. As required, Proficiency Level Five cadets may be assigned various other organizational and training appointments.



For the purposes of PO 503 (Lead Cadets), Proficiency Level Five cadets will be required to fulfill a leadership appointment that meets the criteria defined above. This requires that the appointment involves an assigned, established team of cadets outside the Proficiency Level Five Cadet's peer group. In some circumstances, some of the examples given may not meet these criteria (eg, a smaller squadron that only have one cadet assigned to Supply).

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GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

Q1. What is the difference between a leadership assignment and a leadership appointment?

Q2. What leadership appointments are available at the squadron?

Q3. Do you have any concerns knowing that you will fill a leadership appointment during this training year?



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



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

CONFIRMATION OF TEACHING POINT 4

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

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Teaching point 5 **Explain the OJPR and Proficiency Level Five Logbook.**

Time: 20 min Method: Interactive Lecture

On-the-Job Training (OJT)

To provide a suitably flexible and dynamic structure to OJT, the traditional period allocation and scheduling employed in previous levels of the CP does not apply. The cadet participates in authorized sessions and training days / weekends with the squadron. Within the 30 sessions and 10-day construct of the Squadron Program, all time beyond that required to complete mandatory and complementary training is allocated to OJT and completion of the different components of the Assessment of Learning Plan.

Under the supervision of the Proficiency Level Officer, or designated representative, the cadet completing OJT is responsible for performing a variety of leadership appointments, leadership assignments, leadership projects and instructional responsibilities. Cadets may also be assigned general administrative, support and supervision roles and responsibilities. While the unique nature of each squadron dictates the exact OJT experience a cadet will have, at a minimum the cadet shall be provided with suitable assessment for learning and assessment of learning opportunities as outlined in the Assessment of Learning Plan.

On-the-Job Practical Requirements (OJPR)

OJPR are the set of practical requirements needed to satisfy the assessment of learning plan. Practical requirements are a component of the following POs.

PO 502 (PERFORM COMMUNITY SERVICE)

The cadet is required to develop a community service plan describing how they will perform community service over the training year(s). The assessment of learning requires that cadets complete at least 45 hours of community service to complete this practical requirement without difficulty. If cadets complete 70 hours or more of community service, they have exceeded the standard.

PO 503 (LEAD CADET ACTIVITIES)

The cadet is required to complete at least one leadership assignment, leadership appointment and leadership project during the training year(s). The assessment of learning provides details on how each task is evaluated. In addition to the three formal assessments, cadets are provided additional leadership assignments, appointments and projects through the course of their normal duties at the squadron.

PO 504 (ADOPT AN ACTIVE LIFESTYLE)

The cadet is required to complete a minimum of 60 minutes of moderate-to vigorous-intensity physical activity (MVPA) daily for 24 days over four consecutive weeks. If cadets complete a minimum of 60 minutes of MVPA daily for 28 days over four consecutive weeks, they have exceeded the standard.

PO 509 (INSTRUCT CADETS)

The cadet is required to complete at least one formally assessed period of instruction during Proficiency Level Five. The assessment of learning provides details on evaluation. In addition to this formal assessment, cadets will be provided many additional opportunities to instruct through the course of their normal duties at the squadron.

PO 513 (ATTEND A WORKSHOP)

The cadet will complete 18 periods of regionally facilitated workshops conducted during two full days, four half days or other equivalent combination of training.

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PO 514 (PURSUE INDIVIDUAL LEARNING)

The cadet is required to complete a minimum of one ILP over the course of the training year(s). The assessment of learning provides details on evaluation. The cadet's ILP must meet the criteria set out within the assessment activity instructions by identifying learning needs, learning activities, target dates, learning resources, measures of success and a final report description.

OJPR LOGBOOK

A-CR-CCP-805/PW-001, *Royal Canadian Air Cadets Proficiency Level Five Logbook*, is provided to the cadet as a tool to help guide and track their progress. This tool serves as both an aide-memoire and personal log. The content of the Proficiency Level Five Logbook consists of a summary of pertinent information regarding OJT, OJPR, and requirements of the Assessment of Learning Plan and Assessment Instruments. It is intended that Proficiency Level Five cadets keep their logbook updated and seek guidance from their supervisor(s) to obtain the required signatures. Once completed, the Proficiency Level Five Logbook is retained by the cadet to record future service.

CONFIRMATION OF TEACHING POINT 5

QUESTIONS:

Q1. Is Proficiency Level Five training scheduled in the same manner as previous years?

Q2. What are the OJPR for PO 502 (Perform Community Service)?

Q3. What will cadets do with their Proficiency Level Five Logbook upon completion of Proficiency Level Five?

ANTICIPATED ANSWERS:

A1. No, to provide a suitably flexible and dynamic structure to OJT, the traditional period allocation and scheduling employed in previous levels of the cadet program do not apply.

A2. The cadet is required to develop a community service plan describing how they will perform community service over the training year(s). The assessment of learning requires that cadets complete at least 45 hours of community service to complete this practical requirement without difficulty. If cadets complete 70 hours or more community service, they have exceeded the standard.

A3. Once completed, the Proficiency Level Five Logbook is retained by the cadet to record future service.

Teaching point 6 **Have the cadets develop a personalized schedule.**

Time: 30 min Method: In-Class Activity

ACTIVITY

Time: 30 min

OBJECTIVE

The objective of this activity is to have the cadets develop a personalized schedule.

RESOURCES

- Proficiency Level Five Logbook,

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- Current squadron training schedule, and
- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Provide each cadet with a pen / pencil, current squadron training schedule and Proficiency Level Five Logbook.

2. Have the cadets complete the agenda section of their Proficiency Level Five Logbook, filling in the dates and months and year.

3. Have the cadets record the date(s) they are required to instruct at the squadron for the training year. Remind cadets that this information is subject to changes in the training schedule and should be updated as required.

4. Have the cadets record any other squadron commitments where they are required to attend. For example, they may be appointed marksmanship assistant as a leadership appointment and marksmanship practices occur each week on Wednesday evenings.

5. Have cadets record their school, work or extracurricular activities as required.

6. Discuss with the cadets the importance of managing their time effectively and using their agenda to record other commitments as they occur. The date and time of community service commitments, when they will work on their leadership project with their team and milestones of their ILP can all be recorded in the agenda.

7. Allow the cadets the remaining time to add other items to their personalized schedule while providing assistance and guidance as required.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 6

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

END OF LESSON CONFIRMATION

The cadets' production of a personalized schedule will serve as the confirmation of the lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

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CLOSING STATEMENT

Being aware of the topics to be covered during Proficiency Level Five training will help generate interest in the training year. Being aware of the time requirements needed to complete Proficiency Level Five will ensure you are able to balance the cadet activities with other activities and achieve success in both.

INSTRUCTOR NOTES / REMARKS

This EO should be scheduled as early as possible in the training year.

REFERENCES

A0-035 CATO 13-28 Director Cadets 2. (2006). *Advanced training–Staff cadet*. Ottawa, ON: Department of National Defence.

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A3-029 CATO 51-01 Director Cadets Senior Staff Officer Air Cadets. (2009). *Air cadet program outline*. Ottawa, ON: Department of National Defence.

A3-184 A-CR-CCP-805/PW-001 Director Cadets 3. (2009). *Royal Canadian Air Cadets proficiency level five logbook*. Ottawa, ON: Department of National Defence.

A3-185 A-CR-CCP-803/PG-001 Director Cadets 3. (2008). *Royal Canadian Air Cadets Proficiency Level Three Qualification Standard and Plan*. Ottawa, ON: Department of National Defence.

A3-186 A-CR-CCP-804/PG-001 Director Cadets 3. (2009). *Royal Canadian Air Cadets Proficiency Level Four Qualification Standard and Plan*. Ottawa, ON: Department of National Defence.

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PROFICIENCY LEVEL FIVE POs AND EOs	
Citizenship PO 501 (Explain Global Citizenship)	
C501.01	Reflect Upon What it Means to be a Good Canadian Citizen
C501.02	Reflect on Individual Global Citizenship
C501.03	Develop an Awareness of Global Issues
Community Service PO 502 (Perform Community Service)	
M502.01	Perform 45 Hours of Individual of Community Service
Leadership PO 503 (Lead Cadet Activities)	
M503.01	Create a Proposal
M503.02	Prepare for an Exercise
M503.03	Conduct an Exercise
M503.04	Conclude an Exercise
C503.01	Analyze an Exercise Plan
Personal Fitness and Healthy Living PO 504 (Adopt an Active Lifestyle)	
M504.01	Participate in the Cadet Fitness Assessment and Identify Strategies for Improving Personal Physical Fitness
C504.01	Reflect on Personal Fitness and Healthy Living
General Cadet Knowledge PO 507 (Serve in an Air Cadet Squadron)	
M507.01	Develop a Personalized Schedule
C507.01	Identify Service Opportunities as a Cadet Instructors Cadre Officer
C507.02	Identify Volunteer Opportunities With the Air Cadet League of Canada (ACLC)
C507.03	Reflect on the Cadet Experience
Instructional Techniques PO 509 (Instruct Cadets)	
C509.01	Monitor Instruction
Professional Development PO 513 (Attend a Workshop)	
Personal Development PO 514 (Pursue Individual Learning)	
Airmanship PO 530 (Fly a Cross-Country Flight Using a Flight Simulator)	
C530.01	Fly a Cross-Country Flight Using a Flight Simulator
Aerospace PO 540 (Reflect on Canada’s Contribution to Aerospace Technology)	
C540.01	Reflect on Canada’s Contribution to Aerospace Technology
Aerodrome Operations PO 560 (Participate in an Aerodrome Operations Activity)	
C560.01	Examine Aspects of Flight Safety (FS)
C560.02	Examine the Canadian Bush Pilot Industry
Aircraft Manufacturing and Maintenance PO 570 (Examine Aspects of Aircraft Manufacturing and Maintenance Through the Development of Aerobatic Aircraft)	
C570.01	Examine Aspects of Aircraft Manufacturing and Maintenance Through the Development of Aerobatic Aircraft

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PROFICIENCY LEVEL FIVE POs AND EOs	
Aircrew Survival PO 590 (Analyze an Aircrew Survival Case Study	
C590.01	Analyze an Aircrew Survival Case Study

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