



CANADIAN CADET ORGANIZATIONS

AIR RIFLE MARKSMANSHIP INSTRUCTOR QUALIFICATION STANDARD AND PLAN

(ENGLISH)

Cette publication est disponible en français sous le numéro A-CR-CCP-903/PG-002.

Issued on Authority of the Chief of the Defence Staff

Canada



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OPI: D Cdts 3 – Senior Staff Officer Youth Programs Development

2009-07-10

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Contact Officer: D Cdts 3-2-7 – Staff Officer Common Cadet Program Development

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FOREWORD AND PREFACE

1. **Issuing Authority.** This Qualification Standard and Plan (QSP) A-CR-CCP-903/PG-001 was developed under the authority of the Director Cadets and Junior Canadian Rangers (D Cdts & JCR) in accordance with CATO 11-03, *Cadet Program Mandate*, CATO 11-04, *Cadet Program Outline*, CATO 31-03, *Sea Cadet Program Outline*, CATO 40-01, *Army Cadet Program Outline*, and CATO 51-01, *Air Cadet Program Outline*, and issued on the authority of the Chief of Defence Staff.
2. **Development.** Development of this QSP was in accordance with the performance-oriented concept of training outlined in the Canadian Forces Individual Training and Education System A-P9-050 Series, *Manual of Individual Training and Education*, with modifications to meet the needs of the Canadian Cadet Organizations (CCO).
3. **Purpose of the QSP.** The QSP is to be used by Cadet Summer Training Centres to conduct the Air Rifle Marksmanship Instructor qualification course, as outlined in CATO 11-04, *Cadet Program Outline*, CATO 31-03, *Sea Cadet Program Outline*, CATO 40-01, *Army Cadet Program Outline*, and CATO 51-01, *Air Cadet Program Outline*.
4. **Suggested Changes.** Suggested changes to this document shall be forwarded through the normal chain of command to National Defence Headquarters (NDHQ) Attention: Staff Officer Army Cadet Program Development (D Cdts 3-2-5) or by e-mail to arm.dev@cadets.gc.ca. Suggested changes shall be in tabular format with three columns to capture; the page number, the paragraph/sub-paragraph number and suggested text amendment.

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CHAPTER 1

GENERAL

AIMS

1. The aim of the Cadet Program (CP) is to develop in youth the attributes of good citizenship and leadership, promote physical fitness, and stimulate the interest of youth in the sea, land and air activities of the Canadian Forces (CF).
2. The aim of the training resulting from this Qualification Standard and Plan (QSP) is to develop the cadets' individual air rifle marksmanship and summer biathlon specialty skills while reinforcing and further developing their leadership and instructional techniques skills preparing them to support these two specialty activities at the corps/squadron, CSTC or during regionally and/or nationally directed activities.

PROGRAM MISSION AND PARTICIPANT OUTCOMES

3. The mission of the CP is to contribute to the development and preparation of youth for the transition from adolescence to adulthood, enabling cadets to meet the challenges of modern society, through a dynamic, community-based program.
4. CP participant outcomes are the benefits for the cadet during and/or after their involvement with the program that relate to knowledge, skills, attitudes, values, behaviour, condition, or status. The five outcomes of the CP are:
 - a. emotional and physical well-being,
 - b. social competence,
 - c. cognitive competence,
 - d. proactive citizenship, and
 - e. understanding the CF.
5. The program mission and participant outcomes are explained in greater detail in CATO 11-03, *Cadet Program Mandate*.

OUTLINE OF TRAINING

6. The CSTC Program provides training that is integral to the CP and focuses on giving a set portion of the cadet population instruction and opportunities to develop Air Rifle Marksmanship Instructor knowledge and skills in specialized activities and to develop instructors/leaders for these activities for all components of the CP. Additionally, it provides these cadets further opportunities to develop, practice, and employ the general knowledge and skills obtained through the corps/squadron program.
7. **Description of Need.** Cadet corps/squadrons require training opportunities that reinforce and supplement air rifle marksmanship and summer biathlon training conducted during the corps/squadron program. Based on the training resulting from this QSP, cadets will achieve the Air Rifle Marksmanship Instructor qualification and will further develop air rifle marksmanship, summer biathlon, leadership and instructional techniques knowledge and skills learned during the corps/squadron program.
8. Each CSTC qualification requires completion of a series of performance objectives (POs) and associated enabling objectives (EOs).

PROGRAM DESIGN

9. Training associated with the Air Rifle Marksmanship Instructor qualification has been designed:
 - a. assuming that the cadets attending are between 15 and 16 years of age;
 - b. assuming the cadets attending have an interest in and aptitude for air rifle marksmanship and summer biathlon training;
 - c. assuming that cadets have successfully completed Phase Three/Silver Star/Proficiency Level Three qualification;
 - d. assuming that the cadets attending have been exposed to a previous CSTC opportunity or equivalent experience;
 - e. using age appropriate learning strategies;
 - f. using a typical training day consisting of eight 40 minute periods conducted during the daytime with the evening dedicated to extra-curricular activities and free time;
 - g. using a week that typically begins on Monday and ends the following Sunday consisting of a maximum of six training days and a minimum of one day dedicated to extra-curricular activities and free time;
 - h. including training which is experiential and skills-based, with a lesser focus on theoretical knowledge; and
 - i. assuming that learning will take place through a combination of programmed periods of instruction, unstructured discussions, teachable moments, coaching/mentoring opportunities and structured reflection.

COURSE COMPONENTS

10. **Mandatory Training.** Mandatory training consists of those activities outlined in this QSP that CSTCs are required to conduct. These activities are comprised of the following two sub-components:
 - a. **Standard Components.** Standard components are periods allocated to provide the basic administrative structure required to conduct a CSTC qualification course. These components are described in more detail in Chapter 2.
 - b. **Specialty Training.** Specialty training are those periods allocated in support of a specific qualification aim and described in the requisite POs.

11. **Extra-Curricular Activities.** Extra-curricular activities are active and passive opportunities offered to cadets daily from the end of formal training to lights-out and during “Sunday routine”. Ancillary in nature, extra-curricular activities add value to the CSTC experience by: enhancing what is learned during the day, offering fun recreational opportunities that encourage socialization, and allowing cadets to pursue personal interests. Specific direction regarding extra-curricular activities can be found in CATO 11-04, *Cadet Program Outline*.

PERFORMANCE OBJECTIVES

12. The following are the POs that form the content of the Air Rifle Marksmanship Instructor qualification:
 - a. **First Aid.** PO S310 – Attain Standard First Aid Qualification (Chapter 4, [Section 2](#)):
 - (1) The aim of PO S310 (Chapter 4, [Section 2](#)) is to provide the cadet with the ability to preserve life, prevent an injury from becoming worse and promote recovery.

- (2) This PO supports leadership, marksmanship and summer biathlon training and other activities by providing the skill set to perform first aid during marksmanship and summer biathlon activities. First aid contributes to the achievement of the program aim of developing the attributes of good citizenship and leadership and the participant outcome of proactive citizenship by providing the cadet with the ability to actively assist other citizens in a time of physical distress.
- b. **Air Rifle Marksmanship and Summer Biathlon.** PO S340 – Describe the Duties of an Air Rifle Marksmanship Instructor (Chapter 4, [Section 3](#)):
 - (1) The aim of PO S340 (Chapter 4, [Section 3](#)) is to have the cadet describe the duties of an Air Rifle Marksmanship Instructor.
 - (2) This PO supports leadership and instructional technique by providing the knowledge of the duties of the Air Rifle Marksmanship Instructor. This knowledge contributes directly to the achievement of the program aim of developing in youth the attributes of good leadership and the participant outcome of cognitive competence.
- c. **Air Rifle Marksmanship.** PO S341– Apply the Principles of Air Rifle Marksmanship (Chapter 4, [Section 4](#)):
 - (1) The aim of PO S341 (Chapter 4, [Section 4](#)) is to provide cadets with the knowledge and skills to effectively apply the principles of air rifle marksmanship.
 - (2) This PO supports marksmanship and summer biathlon training by providing the cadets the theoretical foundation and the related skills to support practical air rifle marksmanship activities within the recreational component or within the summer biathlon activities. This training contributes indirectly to the achievement of the program aim of developing in youth the attributes of good citizenship and leadership through the use of practical activities as a platform for the development of self-discipline, leadership and teamwork. It also indirectly contributes to the participant outcomes of emotional and physical well-being through building self-esteem and promotion of an active lifestyle and social competence through the application of the leadership team model for the Cadet Program.
- d. **Leadership.** PO S342 – Lead Air Rifle Marksmanship Activities (Chapter 4, [Section 5](#)):
 - (1) The aim of PO S342 (Chapter 4, [Section 5](#)) is to provide cadets with knowledge and skills to practice leadership during naturally occurring leadership opportunities related to air rifle marksmanship activities.
 - (2) This PO supports leadership training by providing the skill set to perform the leadership role of a Team Leader. Leadership training contributes directly to the achievement of the program aim of developing in youth the attributes of good leadership and the participant outcomes of social competence and cognitive competence.
- e. **Leadership.** PO S343 – Assist the Range Safety Officer (Chapter 4, [Section 6](#)):
 - (1) The aim of PO S343 (Chapter 4, [Section 6](#)) is to provide cadets with knowledge and skills to practice leadership during naturally occurring leadership opportunities related to air rifle marksmanship activities.
 - (2) This PO supports leadership training by providing the skill set to perform the leadership role of a Range Assistant. Leadership training contributes directly to the achievement of the program aim of developing in youth the attributes of good citizenship and leadership and the participant outcomes of social competence and cognitive competence.

- f. **Leadership.** PO S344 – Coach Cadets During Air Rifle Marksmanship and Summer Biathlon Activities (Chapter 4, [Section 7](#)):
 - (1) The aim of PO S344 (Chapter 4, [Section 7](#)) is to provide cadets with knowledge and skills to practice leadership during naturally occurring leadership opportunities related to air rifle marksmanship and summer biathlon activities.
 - (2) This PO supports leadership training by providing the skill set to perform the leadership role of a Peer Coach. Leadership training contributes directly to the achievement of the program aim of developing in youth the attributes of good citizenship and leadership and the participant outcomes of social competence and cognitive competence.
- g. **Leadership.** PO S345 – Assist With Summer Biathlon Activities (Chapter 4, [Section 8](#)):
 - (1) The aim of PO S345 (Chapter 4, [Section 8](#)) is to provide cadets with knowledge and skills to practice leadership during naturally occurring leadership opportunities related to summer biathlon activities.
 - (2) This PO supports leadership training by providing the skill set to perform the leadership role of a Team Leader. Leadership training contributes directly to the achievement of the program aim of developing in youth the attributes of good citizenship and leadership and the participant outcomes of social competence and cognitive competence.
- h. **Instructional Techniques.** PO S346 – Instruct a 20-Minute Air Rifle Marksmanship Lesson (Chapter 4, [Section 9](#)):
 - (1) The aim of PO S346 (Chapter 4, [Section 9](#)) is to reinforce the knowledge and skills related to instructional techniques and to provide the cadet the opportunity to practically apply them by instructing a 20-minute air rifle marksmanship lesson.
 - (2) This PO supports instructional techniques training by providing practical experience instructing a group of peers. Instructional techniques training contributes indirectly to the achievement of the program aim of developing the attributes of good citizenship through the ability to express thoughts and ideas and to the participant outcome of social competence through effective interpersonal communication skills.

METHOD OF ACHIEVING OBJECTIVES

13. The majority of Air Rifle Marksmanship Instructor POs are skills-related. Skills are acquired through practical periods of instruction and practice. In order to achieve the POs, a hands-on learning approach is essential. The following guidance may assist in the implementation of training:

- a. Some theory is required for safety purposes and for introducing new material. However, most material can be taught using hands-on practical methods.
- b. Ensure training is well organized and planned for in advance to allow instructors adequate time to prepare for the delivery/conduct of training. This includes reviewing lesson specifications and instructional guides and creating instructional materials as required.
- c. Schedule training such that the material is presented in a manner to ensure a smooth flow from one activity to the next.
- d. Take adequate time for cadets to reflect upon and be debriefed on experiential training activities, to include discussing the ways that experience can benefit them in the future.

TRAINING PREREQUISITES

14. To participate in the Air Rifle Marksmanship Instructor qualification course, a youth must be a member of a cadet corps/squadron, as specified in A-CR-CCP-950/PT-001, *Queen's Regulations and Orders for the Canadian Cadet Organization*, Article 4.01, and be eligible to attend CSTC training as outlined in A-CR-CCP-950/PT-001, Article 5.03, and in accordance with CATO 31-03, *Sea Cadet Program Outline*, CATO 40-01, *Army Cadet Program Outline*, and CATO 51-01, *Air Cadet Program Outline*.

USE OF THE QSP

15. This QSP shall be used as the primary authority governing the development, implementation, conduct, and evaluation of the training and standards for the Air Rifle Marksmanship Instructor qualification. This QSP shall also be used by D Cdts & JCR as the primary reference for validation of Air Rifle Marksmanship Instructor qualification training.

16. Air Rifle Marksmanship Instructor qualification training shall be conducted using this QSP as the training control document in conjunction with the following publications:

- a. A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*,
- b. A-CR-CCP-178/PT-001, *Canadian Cadet Movement: Cadet Biathlon Program Reference Manual*, and
- c. A-CR-CCP-903/PF-001, *Canadian Cadet Organizations, Air Rifle Marksmanship Instructor, Instructional Guides*.

17. Any deviation from the requirements detailed in this publication due to training limitations must be approved by D Cdts 3, Senior Staff Officer Youth Programs Development, NDHQ.

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CHAPTER 2

TRAINING MANAGEMENT DETAILS

RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS

1. The Managing Authority for the Air Rifle Marksmanship Instructor qualification is D Cdts & JCR. The conduct of training is the responsibility of the Regional Cadet Support Units (RCSUs) through authorized CSTCs.

TRAINING DETAILS

2. In accordance with CATO 11-04, *Cadet Program Outline*, CATO 31-03, *Sea Cadet Program Outline*, CATO 40-01, *Army Cadet Program Outline*, and CATO 51-01, *Air Cadet Program Outline*, the Air Rifle Marksmanship Instructor qualification course is conducted over a six-week period consisting of thirty five training days.

3. **Standard Components.** Standard components are activities that form part of all CSTC courses. These activities take place during the training day but are normally not directly related to POs or achieving the qualification. The standard component activities are:

- a. **In Routine.** Four periods scheduled at the beginning of the course for administrative in routine. While most administrative matters may have been dealt with prior to the first training day, these periods have been allocated to allow for scheduling flexibility at the beginning of a course.
- b. **Briefings.** Two periods allocated to a combination of introductory briefings, such as:
 - (1) CO briefing,
 - (2) department briefing,
 - (3) fire and safety briefing,
 - (4) MIR briefing,
 - (5) CHAP briefing, etc.
- c. **Divisional Officer (DO)/Platoon Commander (PI Comd)/Flight Commander (Flt Comd) Periods.** One period per week provided to the DO/PI Comd/Flt Comd to do such things as team bonding and/or building activities, debriefings, reflecting, or to address any issues related to quality of life.
- d. **Life Skills.** One period per week for moral and/or spiritual instruction.
- e. **Recreational Sports/Swim.** Four periods per week (not including the last week which has two).
- f. **CO's Discretion.** Two periods per week to be scheduled at the CO's discretion. The intention of these periods is to provide the opportunity to have cadets participate in such things as:
 - (1) special ceremonies,
 - (2) additional CF familiarization activities, or
 - (3) local community events.
- g. **Spare Periods.** Two periods per week to be used at the discretion of the Course Officer (Crse O) allowing flexibility to account for things such as weather or availability of facilities.

- h. **Weekly Parade.** Two periods per week (not including the last week of a course) for a CSTC-level parade.
- i. **Course Administration.** Two periods per week for routine matters, such as:
 - (1) initial cadet interviews,
 - (2) Divisional/Platoon/Flight senior briefing,
 - (3) cadet banking,
 - (4) supply,
 - (5) course critiques, and
 - (6) course reports/final cadet interviews.
- j. **Graduation Parade Practice.** Two periods to be scheduled in the last week of a course for rehearsal of the graduation parade.
- k. **Graduation Parade.** Two periods to carry out a graduation parade.
- l. **Out Routine.** Four periods scheduled at the end of the course for administrative out routine. While most administrative matters are usually dealt with after the last training day, these periods have been allocated to allow for scheduling flexibility at the end of a course.

4. **Period Allocation.** There are a total of eight 40-minute periods allocated each day based on a six-day training week. A detailed period allocation of specialty training is located in [Annex A](#). Total period allocation by PO is as follows:

Standard Components	No. of pd
In Routine	4
Briefings	2
DO/PI Comd/Flt Comd Periods	6
Life Skills	6
Recreational Sports	22
CO's Discretion	12
Spare Periods	12
Weekly Parade	10
Course Administration	12
Graduation Parade Practice	2
Graduation Parade	2
Out Routine	4
Total	94

SPECIALTY TRAINING			
Topic	PO	Performance Objective	No. of pd
First Aid	S310	Attain Standard First Aid Qualification	16
Air Rifle Marksmanship/ Summer Biathlon	S340	Describe the Duties of an Air Rifle Marksmanship Instructor	4
Air Rifle Marksmanship	S341	Apply the Principles of Air Rifle Marksmanship	12
Leadership/Air Rifle Marksmanship	S342	Lead Air Rifle Marksmanship Activities	86

SPECIALTY TRAINING			
Topic	PO	Performance Objective	No. of pd
Leadership/Air Rifle Marksmanship	S343	Assist the Range Safety Officer (RSO)	8
Leadership/Air Rifle Marksmanship/Summer Biathlon	S344	Coach Cadets During Air Rifle Marksmanship and Competitive Summer Biathlon Activities	5
Leadership/Air Rifle Marksmanship/Summer Biathlon	S345	Assist With Summer Biathlon Activities	29
Instructional Techniques/Air Rifle Marksmanship	S346	Instruct a 20-Minute Air Rifle Marksmanship Lesson	10
On the Job Training (OJT)	N/A	OJT – DPO/PI WO/FSgt Duties	8
On the Job Training (OJT)	N/A	OJT – Perform the Duties of an Air Rifle Marksmanship Instructor	8
Total			186

5. **Scheduling.** When planning training, the lesson specifications found in Chapter 4 shall be consulted for detailed information. While a sample schedule is located in [Annex B](#), it does not account for the many variables CSTCs face when developing course schedules. Some of the things the training staff should consider when developing the course schedule include, but are not limited to:

- a. the training environment required for each activity;
- b. the availability of technical specialists to conduct the activity, if required;
- c. the availability of shared facilities and the requirements of other courses that use those facilities; and
- d. the availability of shared equipment and the requirements of other courses that use that equipment.

TRAINING CAPACITY

6. Training capacity will be directed annually by NDHQ/D Cdt & JCR. The training has been designed for groups ranging from 24 to 30 cadets.

TRAINING STAFF REQUIREMENTS

7. The training staff is directly involved in the delivery of training and supervision of cadets during the designated training day. The training staff structure is primarily comprised of positions from both the standard company organizational system and instructional or training support cadre(s). The following reflects the minimum requirements for training staff but does not reflect the additional support and supervisory staff (eg, administration, supply, logistics, barracks supervision, extra-curricular activities, etc) at the CSTC.

a. Course Officer (Crse O):

Rank	MOSID	Number	Qualification
Lt(N)/Capt	00232-01 00232-02 00232-03	1	<p>Minimum:</p> <p>Captain Qualification or DP2 Junior Officer CIC Qualification.</p> <p>Preferred:</p> <p>Senior Instructor Course or CIC Training Officer Course, and Range Safety Officer – Air Rifle.</p>

b. Divisional Officer (DO)/Platoon Commander (Pl Comd)/Flight Commander (Flt Comd):

Rank	MOSID	Number	Qualification
SLt/Lt, A/ SLt/2Lt, or NCdt/ OCdt	00232-01 00232-02 00232-03	1 per Division/ Platoon/ Flight	<p>Minimum:</p> <p>Basic Officer Qualification or Basic Military Officer Qualification (CIC Common), and Range Safety Officer – Air Rifle.</p> <p>Preferred:</p> <p>Military Occupation Course (Sea/Army/Air) or Basic Military Officer Qualification.</p>

c. Assistant Instructors/Staff Cadets:

Rank	MOSID	Number	Qualification
PO1/WO/ FSgt, or PO2/Sgt	N/A	3-4 per Division/ Platoon/ Flight	<p>Minimum:</p> <p>Phase Four, Gold Star or Proficiency Level Four.</p> <p>Preferred:</p> <p>Air Rifle Marksmanship Instructor.</p>

d. Staff cadet positions may be organized in different manners based on the requirements of the CSTC. The flexibility is intended to allow the CSTC to balance instruction and supervision of cadets between the divisional/company/platoon/flight/squadron staff and instructional or training support cadre(s) staff positions. If one or two staff cadet positions are designated as divisional/company/platoon/flight/squadron staff, the remaining staff resources should be used to offset

instructional or training support cadre(s) requirements. A minimum of one staff cadet position per division/platoon/flight shall be designated as Divisional Petty Officer (DPO)/Platoon Warrant Officer (PI WO)/Flight Sergeant (FSgt).

8. **Technical Specialists.** Technical specialists possess specific specialty qualifications and typically support a variety of courses conducted at the CSTC. The number of technical specialists required is influenced by policy documentation specific to the activity (eg, CATOs, Water Safety Orders, etc) and by local CSTC circumstances, as is the structure for instructional or training support cadre(s). The technical specialists required in support of the Air Rifle Marksmanship Instructor qualification course are:

- a. Fitness and Sports Instructor(s) as required in support of recreational sports,
- b. Standard First Aid Instructor(s) as required in support of first aid training PO S310 (Chapter 4, [Section 2](#)),
- c. Air Rifle Marksmanship Instructor(s) and Range Safety Officers (RSOs) as required in support PO S340 (Chapter 4, [Section 3](#)) to PO S346 (Chapter 4, [Section 9](#)) and recreational air rifle marksmanship and summer biathlon activities, and
- d. Air Rifle Maintenance Technician in support of EO S343.05 (Maintain the Cadet Air Rifle, Chapter 4, Section 6), if available.

RESOURCE REQUIREMENTS

9. RCSU COs are responsible for ensuring that required equipment and supplies are available. A detailed list of material, audiovisual equipment, and training/learning aids required to conduct the training is located in [Annex C](#).

TRAINING ADMINISTRATION

10. **Cadet Evaluation.** Details on cadet evaluation are found in Chapter 3.

11. **Records and Reports.** Training staff shall maintain records and reports as required in accordance with Chapter 3. Upon completion of training, the Air Rifle Marksmanship Instructor Record (Chapter 3, [Annex C](#)) shall be returned to the cadet corps/squadron to be recorded on the cadet's DND 2399, *Cadet Personnel Record*.

QUALIFICATION

12. The Air Rifle Marksmanship Instructor qualification and associated badge is awarded to cadets for participation in training activities in accordance with Chapter 3.

RELATED DOCUMENTS

13. This QSP is to be used in conjunction with:
 - a. Cadet Administrative and Training Orders (CATOs);
 - b. A-CR-CCP-177/PT-001;
 - c. A-CR-CCP-178/PT-001; and
 - d. A-CR-CCP-903/PF-001.

REFERENCES

14. A list of references used in this QSP is located in [Annex D](#).

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AIR RIFLE MARKSMANSHIP INSTRUCTOR SUMMARY AND TIME ALLOCATION TABLE**PERIOD ALLOCATION**

PO	Performance Objective	EO	Enabling Objective	No. of pd
S310	Attain Standard First Aid Qualification	S310	Attain Standard First Aid Qualification	16
		PO S310 – Total		16
S340	Describe the Duties of an Air Rifle Marksmanship	S340.01	Describe the Air Rifle Marksmanship Instructor Course	2
		S340.02	Identify Air Rifle Marksmanship Training and Competition Opportunities	1
		S340.03	Identify Biathlon Training and Competition Opportunities	1
		PO S340 – Total		4
S341	Apply the Principles of Air Rifle Marksmanship	S341.01	Apply Safety Precautions	2
		S341.02	Wear Air Rifle Marksmanship Equipment	2
		S341.03	Adopt the Prone Position	2
		S341.04	Apply Aiming and Breathing Techniques	2
		S341.05	Apply Natural Alignment	1
		S341.06	Apply Trigger-Control and Follow-Through	1
		S341.07	Adopt the Standing Position	2
		PO S341 – Total		12
S342	Lead Air Rifle Marksmanship Activities Note: Crse Os can reallocate periods within EOs S342.02–S342.06 (Chapter 4, Section 5) if more time is desired for certain practical air rifle marksmanship activities.	S342.01	Prepare to Lead Air Rifle Marksmanship Activities	2
		S342.02	Lead a Classification Air Rifle Marksmanship Activity	24
		S342.03	Lead a Competitive Air Rifle Marksmanship Activity	24
		S342.04	Lead a Standing Position Familiarization Air Rifle Marksmanship Activity	4
		S342.05	Lead a Fun Air Rifle Marksmanship Activity	16
		S342.06	Lead a Timed Air Rifle Marksmanship Activity	16
		PO S342 – Total		86
S343	Assist the Range Safety Officer	S343.01	Set-Up and Dismantle an Air Rifle Range	2
		S343.02	Enforce Safety on an Air Rifle Range	2
		S343.03	Score Air Rifle Marksmanship Targets	2
		S343.04	Describe the Mechanical Operations of the Cadet Air Rifle	1
		S343.05	Maintain the Cadet Air Rifle	1
		PO S343 – Total		8
S344	Coach Cadets During an Air Rifle Marksmanship and a Competitive Summer Biathlon Activity	S344.01	Provide Feedback to Cadets	1
		S344.02	Apply Coaching Techniques During an Air Rifle Marksmanship Activity	2
		S344.03	Apply Coaching Techniques During a Competitive Summer Biathlon Activity	2
		PO S344 – Total		5

PO	Performance Objective	EO	Enabling Objective	No. of pd	
S345	Assist With Summer Biathlon Activities	S345.01	Prepare for a Summer Biathlon Activity	1	
		S345.02	Lead a Warm-Up and Cool-Down Session	2	
		S345.03	Apply the Principles of Air Rifle Marksmanship During Summer Biathlon	2	
		S345.04	Perform the Role of a Summer Biathlon Official	2	
		S345.05	Participate in a Summer Biathlon Activity	22	
		PO S335 – Total			29
S346	Instruct a 20-Minute Air Rifle Marksmanship Lesson	S346.01	Plan a 20-Minute Air Rifle Marksmanship Lesson	2	
		S346.02	Instruct a 20-Minute Air Rifle Marksmanship Lesson	8	
		PO S335 – Total			9
OJT	Perform the Duties of a Divisional Petty Officer/Platoon Warrant Officer/Flight Sergeant			8	
	Perform the Duties of an Air Rifle Marksmanship Instructor			8	
	On the Job Training – Total			16	
		Total Specialty Training			196
		Total Standard Components			84
		Total		280	

SAMPLE SCHEDULE

WEEK 1

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Pd 1	In Routine	S340.01 Describe the Air Rifle Marksmanship Course	Life Skills	Recreational Sports	Weekly Parade	S343.02 Enforce Safety on an Air Rifle Range	
Pd 2	In Routine	S340.01 Describe the Air Rifle Marksmanship Course	S341.02 Wear Air Rifle Marksmanship Equipment	Recreational Sports	Weekly Parade	S343.02 Enforce Safety on an Air Rifle Range	
Pd 3	In Routine	S341.01 Apply Safety Precautions	S341.02 Wear Air Rifle Marksmanship Equipment	S345.01 Prepare for a Summer Biathlon Activity	S344.01 Provide Feedback to Cadets	S343.03 Score Air Rifle Marksmanship Targets	
Pd 4	In Routine	S341.01 Apply Safety Precautions	CO's Discretion	CO's Discretion	S340.03 Identify Biathlon Training and Competition Opportunities	S343.03 Score Air Rifle Marksmanship Targets	
Pd 5	Briefings	S343.01 Set-Up and Dismantle an Air Rifle Range	S342.01 Prepare to Lead Air Rifle Marksmanship Activities	S340.02 Identify Air Rifle Marksmanship Training and Competition Opportunities	S343.02 Lead a Classification Air Rifle Marksmanship Activity	S345.03 Apply the Principles of Air Rifle Marksmanship During a Summer Biathlon Activity	
Pd 6	Briefings	S343.01 Set-Up and Dismantle an Air Rifle Range	S342.01 Prepare to Lead Air Rifle Marksmanship Activities	S345.02 Lead a Warm-Up and Cool-Down Session	S343.02 Lead a Classification Air Rifle Marksmanship Activity	S345.03 Apply the Principles of Air Rifle Marksmanship During a Summer Biathlon Activity	
Pd 7	Spare Period	Recreational Sports	S341.03 Adopt the Prone Position	S345.02 Lead a Warm-Up and Cool-Down Session	S343.03 Lead a Competitive Air Rifle Marks- manship Activity	Course Administration	
Pd 8	Spare Period	Recreational Sports	S341.03 Adopt the Prone Position	DO/PI Comd/Fit Comd Period	S343.03 Lead a Competitive Air Rifle Marks- manship Activity	Course Administration	

WEEK 2

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Pd 1	Life Skills	S342.06 Lead a Timed Air Rifle Marksmanship Activity	Weekly Parade	Recreational Sports	S342.04 Lead a Standing Familiarization Air Rifle Marksmanship Activity	S345.05 Participate in Summer Biathlon Activities	
Pd 2	S341.04 Apply Aiming and Breathing Techniques	S342.06 Lead a Timed Air Rifle Marksmanship Activity	Weekly Parade	Recreational Sports	S342.04 Lead a Standing Familiarization Air Rifle Marksmanship Activity	S345.05 Participate in Summer Biathlon Activities	
Pd 3	S341.04 Apply Aiming and Breathing Techniques	S342.05 Lead a Fun Air Rifle Marksmanship Activity	S341.06 Apply Trigger-Control and Follow-Through	S341.07 Adopt the Standing Position	S342.04 Lead a Standing Familiarization Air Rifle Marksmanship Activity	S345.05 Participate in Summer Biathlon Activities	
Pd 4	S341.05 Apply Natural Alignment	S342.05 Lead a Fun Air Rifle Marksmanship Activity	CO's Discretion	S341.07 Adopt the Standing Position	S342.04 Lead a Standing Familiarization Air Rifle Marksmanship Activity	S345.05 Participate in Summer Biathlon Activities	
Pd 5	S343.04 Describe the Mechanical Operation of the Cadet Air Rifle	S345.04 Perform the Role of a Summer Biathlon Official	S345.05 Participate in Summer Biathlon Activities	CO's Discretion	S342.02 Lead a Classification Air Rifle Marksmanship Activity	S344.03 Apply Coaching Techniques During a Competitive Summer Biathlon Activity	
Pd 6	S343.05 Maintain the Cadet Air Rifle	S345.04 Perform the Role of a Summer Biathlon Official	S345.05 Participate in Summer Biathlon Activities	S344.02 Apply Coaching Techniques During an Air Rifle Marksmanship Activity	S342.02 Lead a Classification Air Rifle Marksmanship Activity	S344.03 Apply Coaching Techniques During a Competitive Summer Biathlon Activity	
Pd 7	Spare Period	Recreational Sports	S345.05 Participate in Summer Biathlon Activities	S344.02 Apply Coaching Techniques During an Air Rifle Marksmanship Activity	S342.03 Lead a Competitive Air Rifle Marksmanship Activity	Course Administration	
Pd 8	Spare Period	Recreational Sports	Spare Period	DO/PI Comd/Flt Comd Period	S342.03 Lead a Competitive Air Rifle Marksmanship Activity	Course Administration	

WEEK 3

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Pd 1	S342.05 Lead a Fun Air Rifle Marksmanship Activity	Life Skills	First Aid	First Aid	Weekly Parade	Spare Period	
Pd 2	S342.05 Lead a Fun Air Rifle Marksmanship Activity	S342.03 Lead a Competitive Air Rifle Marks- manship Activity	First Aid	First Aid	Weekly Parade	S345.05 Participate in Summer Biathlon Activities	
Pd 3	S342.05 Lead a Fun Air Rifle Marksmanship Activity	S342.03 Lead a Competitive Air Rifle Marks- manship Activity	First Aid	First Aid	Recreational Sports	S345.05 Participate in Summer Biathlon Activities	
Pd 4	CO's Discretion	S342.03 Lead a Competitive Air Rifle Marks- manship Activity	First Aid	First Aid	Recreational Sports	CO's Discretion	
Pd 5	S342.06 Lead a Timed Air Rifle Marksmanship Activity	S342.06 Lead a Timed Air Rifle Marksmanship Activity	First Aid	First Aid	S342.02 Lead a Classification Air Rifle Marksmanship Activity	S342.05 Lead a Fun Air Rifle Marksmanship Activity	
Pd 6	S342.06 Lead a Timed Air Rifle Marksmanship Activity	S342.06 Lead a Timed Air Rifle Marksmanship Activity	First Aid	First Aid	S342.02 Lead a Classification Air Rifle Marksmanship Activity	S342.05 Lead a Fun Air Rifle Marksmanship Activity	
Pd 7	S342.06 Lead a Timed Air Rifle Marksmanship Activity	Recreational Sports	First Aid	First Aid	S342.02 Lead a Classification Air Rifle Marksmanship Activity	Course Administration	
Pd 8	Spare Period	Recreational Sports	First Aid	First Aid	DO/PI Comd/Flt Comd Period	Course Administration	

WEEK 4

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Pd 1	S342.02 Lead a Classification Air Rifle Marks- manship Activity	Life Skills	OJT	Recreational Sports	Weekly Parade	S342.03 Lead a Competitive Air Rifle Marksmanship Activity	
Pd 2	S342.02 Lead a Classification Air Rifle Marks- manship Activity	S345.05 Participate in Summer Biathlon Activities	OJT	Recreational Sports	Weekly Parade	S342.03 Lead a Competitive Air Rifle Marksmanship Activity	
Pd 3	S342.02 Lead a Classification Air Rifle Marks- manship Activity	S345.05 Participate in Summer Biathlon Activities	OJT	S342.03 Lead a Competitive Air Rifle Marksmanship Activity	S342.05 Lead a Fun Air Rifle Marksmanship Activity	S342.03 Lead a Competitive Air Rifle Marksmanship Activity	
Pd 4	S342.02 Lead a Classification Air Rifle Marks- manship Activity	CO's Discretion	OJT	S342.03 Lead a Competitive Air Rifle Marksmanship Activity	S342.05 Lead a Fun Air Rifle Marksmanship Activity	S342.03 Lead a Competitive Air Rifle Marksmanship Activity	
Pd 5	S342.03 Lead a Competitive Air Rifle Marks- manship Activity	S342.06 Lead a Timed Air Rifle Marks- manship Activity	OJT	CO's Discretion	Spare Period	S345.05 Participate in Summer Biathlon Activities	
Pd 6	S342.03 Lead a Competitive Air Rifle Marksmanship Activity	S342.06 Lead a Timed Air Rifle Marksmanship Activity	OJT	S342.02 Lead a Classification Air Rifle Marks- manship Activity	S342.06 Lead a Timed Air Rifle Marksmanship Activity	S345.05 Participate in Summer Biathlon Activities	
Pd 7	S342.03 Lead a Competitive Air Rifle Marksmanship Activity	Recreational Sports	OJT	S342.02 Lead a Classification Air Rifle Marks- manship Activity	S342.06 Lead a Timed Air Rifle Marksmanship Activity	Course Administration	
Pd 8	Spare Period	Recreational Sports	OJT	DO/PI Comd/Fit Comd Period	S342.06 Lead a Timed Air Rifle Marks- manship Activity	Course Administration	

WEEK 5

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Pd 1	S342.02 Lead a Classification Air Rifle Marksmanship Activity	S342.05 Lead a Fun Air Rifle Marksmanship Activity	OJT	Recreational Sports	Weekly Parade	S342.06 Lead a Timed Air Rifle Marksmanship Activity	
Pd 2	S342.02 Lead a Classification Air Rifle Marksmanship Activity	S342.05 Lead a Fun Air Rifle Marksmanship Activity	OJT	Recreational Sports	Weekly Parade	S342.06 Lead a Timed Air Rifle Marksmanship Activity	
Pd 3	S342.02 Lead a Classification Air Rifle Marksmanship Activity	S342.05 Lead a Fun Air Rifle Marksmanship Activity	OJT	S342.03 Lead a Competitive Air Rifle Marksmanship Activity	S346.01 Plan a 20-Minute Air Rifle Marksmanship Lesson	S342.06 Lead a Timed Air Rifle Marksmanship Activity	
Pd 4	S342.02 Lead a Classification Air Rifle Marksmanship Activity	CO's Discretion	OJT	S342.03 Lead a Competitive Air Rifle Marksmanship Activity	S346.01 Plan a 20-Minute Air Rifle Marksmanship Lesson	S342.06 Lead a Timed Air Rifle Marksmanship Activity	
Pd 5	S342.05 Lead a Fun Air Rifle Marksmanship Activity	S345.05 Participate in Summer Biathlon Activities	OJT	CO's Discretion	S342.02 Lead a Classification Air Rifle Marksmanship Activity	S345.05 Participate in Summer Biathlon Activities	
Pd 6	S342.05 Lead a Fun Air Rifle Marksmanship Activity	S345.05 Participate in Summer Biathlon Activities	OJT	S342.02 Lead a Classification Air Rifle Marksmanship Activity	S342.02 Lead a Classification Air Rifle Marksmanship Activity	S345.05 Participate in Summer Biathlon Activities	
Pd 7	Life Skills	Recreational Sports	OJT	S342.02 Lead a Classification Air Rifle Marksmanship Activity	S342.02 Lead a Classification Air Rifle Marksmanship Activity	Course Administration	
Pd 8	Spare Period	Recreational Sports	OJT	DO/PI Comd/Fit Comd Period	Spare Period	Course Administration	

WEEK 6

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Pd 1	S346.02 Instruct a 20-Minute Air Rifle Marks- manship Lesson	S342.03 Lead a Competitive Air Rifle Marks- manship Activity	Life Skills	Graduation Parade Practice	Graduation Parade		
Pd 2	S346.02 Instruct a 20-Minute Air Rifle Marks- manship Lesson	S342.03 Lead a Competitive Air Rifle Marks- manship Activity	S345.05 Participate in Summer Biathlon Activities	Graduation Parade Practice	Graduation Parade		
Pd 3	S346.02 Instruct a 20-Minute Air Rifle Marks- manship Lesson	S342.03 Lead a Competitive Air Rifle Marks- manship Activity	S345.05 Participate in Summer Biathlon Activities	S342.05 Lead a Fun Air Rifle Marksmanship Activity	Course Administration		
Pd 4	S346.02 Instruct a 20-Minute Air Rifle Marks- manship Lesson	CO's Discretion	CO's Discretion	S342.05 Lead a Fun Air Rifle Marksmanship Activity	Course Administration		
Pd 5	S346.02 Instruct a 20-Minute Air Rifle Marks- manship Lesson	S342.02 Lead a Classification Air Rifle Marks- manship Activity	S342.03 Lead a Competitive Air Rifle Marks- manship Activity	S345.05 Participate in Summer Biathlon Activities	Out Routine		
Pd 6	S346.02 Instruct a 20-Minute Air Rifle Marks- manship Lesson	S342.02 Lead a Classification Air Rifle Marks- manship Activity	S342.03 Lead a Competitive Air Rifle Marks- manship Activity	S345.05 Participate in Summer Biathlon Activities	Out Routine		
Pd 7	S346.02 Instruct a 20-Minute Air Rifle Marks- manship Lesson	Recreational Sports	S342.03 Lead a Competitive Air Rifle Marks- manship Activity	S345.05 Participate in Summer Biathlon Activities	Out Routine		
Pd 8	S346.02 Instruct a 20-Minute Air Rifle Marks- manship Lesson	Recreational Sports	Spare Period	DO/PI Comd/Flt Comd Period	Out Routine		

RESOURCE REQUIREMENTS

Note: Resource allocation is based on a division/platoon/flight of 30 cadets and 5 staff and, depending on the item and duration of use, may be drawn on an as required basis, allowing the sharing of resources within the CSTC.

Item	Qty	PO/EO
.177-/.22-Scoring Magnifier	3 per Division/Platoon/Flight	S343.03
100-m Measuring Tape	1 per Division/Platoon/Flight	S345.04
Air Rifle Cleaning Pellet	15 per Cadet	S343.05
Air Rifle Grouping Template	3 per Division/Platoon/Flight	S342.02, S343.01, .03
Air Rifle Pellet	500 per Cadet	PO S342, PO S345, S343.01, S345.03, .04, .05
Biathlon Air Rifle Target (BART)	1 per Lane	S345.03, .04, .05
Blinder	1 per Cadet	S341.04, .05, .06, .07, PO S342, S344.02
Butt Spacer	3 per Cadet	
Cadet Air Rifle	1 per Cadet	S341.01, .03, .04, .05, .06, .07, S342.02, .03, .04, .05, .06, S343.05, 344.02, .03, S345.03, .05
Cadet Air Rifle Case	1 per Cadet	
Cadet Air Rifle Safety Rod	1 per Cadet	S341.01, .04, .05, .06, .07, S342.02, .03, .04, .05, .06, S343.05, S344.02, .03
Cadet Air Rifle Sling	1 per Cadet	S341.02, .03, .04, .05, .06, .07, S342.02, .03, .04, .05, .06, S344.02, S345.03, .04, .05
CCT2000GRTD – Canadian Cadet Movement Air Rifle Grouping Target	25 per Cadet	S342.02, 343.01
CCT2001AR853 – Competition Target	25 per Cadet	S342.03, 344.02
Clipboard	1 per Cadet	S341.01,
Coaching Diary	1 per Cadet	S344.02, .03
First Aid Kit	1 per Range	S343.01
Folding Table	1 per 2 Lanes	S343.01

Item	Qty	PO/EO
Marksmanship Glove	1 per Cadet	S341.02, .03, .04, .05, .06, .07, S342.02, .03, .04, .05, .06, S344.02, S345.04
Marksmanship Hat	1 per Cadet	S341.02, .03, .04, .05, .06, .07, S342.02, .03, .04, .05, .06, S344.02, S345.04
Marksmanship Jacket	1 per Cadet	S341.02, .03, .04, .05, .06, .07, S342.02, .03, .04, .05, .06, S344.02, S345.04
Pen/Pencil	As Required	S341.01,
Rifle Rest	1 per Lane	S341.03, .04, .06, .07
SAE 30 Motor Oil	1 Litre per Division/Platoon/Flight	S343.05
Safety Glasses/Goggles	1 per Cadet	S341.01, .02, .03, .04, .05, .06, .07, S342.02, S343.01, S344.02, S345.03, .04, 05
Scorning Plug	3 per Division/Platoon/Flight	S343.03
Shooting Mat	1 per cadet	S341.02, .03, .04, .05, .06, .07, S342.02, S343.01, S345.03, .05
Spotting Scope	3 per Division/Platoon/Flight	S343.01
Stopwatch	6 per Division/Platoon/Flight	S342.02
Stretcher	1 per Range	S343.01
Target Frame	1 per Lane	S342
Trail Tape	1 Roll per Division/Platoon/Flight	S345.04
Warning Signals (Green and Red)	1 Each per Range	S343.01

REFERENCES

TEXTS HELD BY CSTC

- A0-027 A-CR-CCP-177/PT-001 D Cdts (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.
- A0-032 Cadets Canada (2002). *Biathlon Competition Rules and IBU/Cadet Disciplinary Rules*. Ottawa, ON: Department of National Defence.

ADDITIONAL TEXTS REFERENCED DURING DEVELOPMENT

- A0-036 Cadets Canada (n.d.). *Canadian Cadet Movement: Biathlon Championship Series*. Ottawa, ON: Department of National Defence.
- A0-041 CATO 14-41 D Cdts 4 (2007). *Marksmanship, Rifles and Ammunition*. Ottawa, ON: Department of National Defence.
- A0-051 Wenger, H. (n.d.). *The Fundamentals of Physical Training Handbook*. Ottawa, ON: Department of National Defence.
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- A0-146 CF H Svcs Gp Instruction 4440-10 D FHP-OEH (2006). *Heat Stress – Prevention*. Ottawa: Department of National Defence.
- A0-147 C-71-349-000/DM-001 Director Soldier System Program Management 5 (2003). *Mechanical Diagram: Rifle, Air, .177 Calibre, Daisy, Model 853C*. Ottawa: Department of National Defence.
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- A2-048 B-GL-382-001/FP-001 DAT 3-6 (Infantry) (2003). *Shoot to Live*. Kingston, ON: Department of National Defence.
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CHAPTER 3

CADET EVALUATION

PURPOSE

1. The purpose of this chapter is to outline the specific evaluation requirements for the Air Rifle Marksmanship Instructor qualification.

LEARNER EVALUATION

2. A-P9-050-000/PT-Z01, *Manual of Individual Training and Education, Volume 1*, defines learner evaluation as “the assessment of progress made by participants during an instructional programme (formative evaluation) and of their achievement at the end of the programme (summative evaluation).”

3. Formative evaluation, or assessment **for** learning, takes place during a phase of instruction and helps the cadet and instructor recognize progress or lapses in learning. Through formative evaluation, the instructor can:

- a. identify when corrective or remedial action is required;
- b. plan the next steps in instruction, provide cadets with feedback so they can improve; and
- c. reinforce learning to aid the cadet in retaining information.

4. Formative evaluation may also incorporate the Performance Checks (PCs) employed in summative evaluation, allowing the cadet opportunities for practice prior to the PC. Details for assessment for learning are outlined within the applicable lesson specifications located in Chapter 4.

5. Summative evaluation, or assessment **of** learning, takes place to determine whether learners have achieved POs, or critical EOs (those deemed prerequisites to further individual training and education) and are used at the end of a phase of instruction. Details for assessment of learning are detailed within this chapter.

CADET EVALUATION DESIGN AND DEVELOPMENT

6. Cadet evaluation is designed and developed incorporating contemporary professional practices from the fields of education and youth development as well as considering best practices in use within the Canadian Cadet Organizations (CCO).

7. Cadet evaluation is designed and developed so that all cadets are capable of achieving all POs and associated EOs. To motivate cadets to learn, cadet evaluation builds on success and confidence rather than demotivating cadets with failure and defeat.

8. The following fundamental assessment principles guide the design, development and conduct of Air Rifle Marksmanship Instructor assessment activities:

- a. in advance of training, the instructor shall inform the cadet of the POs and EOs associated with the qualification;
- b. in advance of training, the instructor shall inform the cadet of the assessment of learning plan for the qualification and provide the cadet with an opportunity to review the applicable forms used in assessment;
- c. assessment information shall be shared between the instructor and the cadet and used to revise and guide instruction and learning;
- d. the instructor shall provide feedback that is descriptive, constructive, frequent, and timely; helping the cadet to identify strengths and address areas requiring improvement;

- e. the cadet shall be actively, consistently, and effectively involved in assessment, including learning to manage their own learning through the skills of self-assessment; and
- f. the cadet shall be encouraged to actively, consistently, and effectively communicate with others about their learning progress.

CADET PROGRAM DEVELOPMENTAL PERIODS (DPs)

9. The CP is designed across adolescent development periods (DP) adapted to suit the cadet program target population. Outlined in each DP are specific philosophies and approaches to learning and assessment that influence design, development and conduct of cadet training and assessment.

10. A DP is a time frame, during a cadet's progression through the cadet program, in which the cadet participates in training and is provided opportunities to develop desired knowledge, skills and attitudes that support the aims of the CP and contribute to the achievement of the CP outcomes.

11. Progressive training levels, and associated learning objectives, distinguish each DP; ensuring training is relevant, achievable and age-appropriate for the cadet population. DPs and associated training levels are designed to be completed in a sequential manner and are also fluid to allow a cadet to progress to the next training level or DP while still working on completion of learning objectives from the previous level or DP.

12. The design and development of cadet training and evaluation is based on the basic overview of the DP characteristics located in [Annex A](#).

CADET ASSESSMENT OF LEARNING PLAN

13. The Assessment of Learning Plan located in [Annex B](#), provides an overall strategy for using assessment activities to determine if the cadet meets the requirements for the Air Rifle Marksmanship Instructor qualification. The Assessment of Learning Plan will:

- a. provide an outline of each assessment of learning activity including its purpose, when it will occur, and details the assessment instrument(s) used to support cadet evaluation;
- b. identify the learning target(s) associated with the PO and/or EO being assessed, to include:
 - (1) **Knowledge Mastery.** The facts, concepts and theory a cadet needs to know;
 - (2) **Reasoning Proficiency.** A cadet uses what they know to solve a problem, make a decision, make a plan, think critically, set goals, or self-assess;
 - (3) **Skills.** Performance demonstration; where the cadet demonstrates their ability to perform a skill. To be assessed, these performances must be demonstrated by the cadet and observed by an assessor;
 - (4) **Ability to Create Products.** A cadet uses their knowledge, reasoning and skills to create a concrete product; and/or
 - (5) **Attitudinal/Dispositional Changes.** A cadet's attitude about learning, safety, conduct, etc. Targets in this realm reflect attitude and feeling. They represent important affective goals we hold for a cadet as a by-product of their CP experience, and as such are not generally assessed for the purpose of attaining a qualification; and
- c. identify the assessment method(s) that best matches PO and/or EO learning targets, to include:
 - (1) **Selected Response.** A cadet selects the correct or best response from a list provided. Formats include multiple choice, true/false, matching, short answer, and fill-in-the-blank questions. Although short answer and fill-in-the-blank do require cadets to generate an

answer, they call for a very brief answer that is counted right or wrong, so these have been included in the selected response category;

- (2) **Extended Written Response.** A cadet is required to construct a written answer in response to a question or task rather than select one from a list. An extended written response is one that is at least several sentences in length;
- (3) **Performance Assessment.** This assessment method is based on observation and judgment; performance or product is observed and a determination is made as to its quality; and/or
- (4) **Personal Communication.** Gathering information about a cadet through personal communication, learning is assessed through interpersonal interaction with the cadet.

ASSESSMENT INSTRUCTIONS AND ASSESSMENT INSTRUMENTS

14. Specific assessment instructions and assessment instruments have been designed to support each assessment activity within the Assessment of Learning Plan. These are meant to standardize assessment activities and cadet evaluation for all cadets attempting the qualification. Assessment instructions and assessment instruments are located in [Annex B, Appendixes 1 to 6](#).

ADDITIONAL ASSESSMENT OF LEARNING ACTIVITIES

15. No additional cadet evaluations, eg, theory tests, performance checks, are to be used to determine the Air Rifle Marksmanship Instructor qualification. Therefore, these national standards are not to be supplemented with additional CSTC standards.

AIR RIFLE MARKSMANSHIP INSTRUCTOR QUALIFICATION STANDARD

16. The standard for the Air Rifle Marksmanship Instructor qualification is successful completion of all POs as outlined in the Air Rifle Marksmanship Instructor Qualification Record.

RECOGNITION OF ENHANCED PROFICIENCY ACHIEVEMENT

17. Certain POs within the Assessment of Learning Plan allow for recognition of an enhanced proficiency level of achievement. The assessment instructions for the applicable PCs outline how proficiency levels are achieved and recorded on the Qualification Record. This information highlights cadet's strength(s) within the achievement of the qualification. The following definitions differentiate baseline proficiency and enhanced proficiency levels of achievement:

- a. **Baseline Proficiency.** A cadet achieves baseline proficiency by demonstrating the performance standard outlined in the applicable PO; and
- b. **Enhanced Proficiency.** A cadet achieves enhanced proficiency by exceeding the performance standard outlined in the applicable PO.

CADETS NOT MEETING THE QUALIFICATION STANDARD

18. A cadet who does not meet the qualification standard for any PO shall be given a reasonable opportunity to achieve the standard. Unless otherwise specified in the Assessment of Learning Plan and associated assessment instructions, there is no limit to the number of additional opportunities that may be afforded to the cadet, provided it is within the time and resource limitations of the CSTC.

19. If, by the end of the course, a cadet has yet to successfully complete any PO, they will be assessed as incomplete.

20. CATO 15-22, *Conduct and Discipline – Cadets*, and CATO 13-26, *Return to Unit – Cadets*, provides direction on dealing with cadets not meeting the qualification standard due to:

- a. attendance at mandatory training,
- b. conduct, or
- c. medical reasons.

RECORDING AND REPORTING CADET ACHIEVEMENT

21. The progress of each cadet shall be recorded on the Air Rifle Marksmanship Instructor Qualification Record located in [Annex C](#). The Air Rifle Marksmanship Instructor Qualification Record for each cadet shall be forwarded to the applicable corps/squadron, through the appropriate chain of command. Corps/Squadron Commanding Officers are responsible for recording Fitness and Sports Instructor qualification results on DND 2399, *Cadet Personnel Record*.

AIR RIFLE MARKSMANSHIP INSTRUCTOR CERTIFICATE OF QUALIFICATION

22. A CF 588, *Cadet Certificate of Qualification* (NSN 7530-21-870-7685), shall be awarded to each cadet upon successful completion of the Air Rifle Marksmanship Instructor qualification.

MONITORING CADET PROGRESS

23. An initial interview shall be conducted with each cadet at the start of the course to discuss the qualification; objectives, schedule, and assessment activities. Course staff should take this opportunity to get to know the cadet and to help the cadet set personal course goals. Guidelines for conducting cadet interviews are located in [Annex D](#) and the Cadet Interview Form is located in [Annex D, Appendix 1](#).

24. Course staff will be required to meet with each cadet throughout the course to discuss learning progress towards qualification. These feedback interviews are related to the assessment for learning activities outlined within the applicable lesson specifications located in Chapter 4.

25. A final interview shall be conducted with each cadet at the end of the course to discuss:

- a. the completed Air Rifle Marksmanship Instructor Qualification Record;
- b. the cadet's goals that were discussed during the initial interview; and
- c. new goals for returning to the corps/squadron.

26. Guidelines for conducting cadet interviews are located in [Annex D](#) and the Cadet Interview Form is located in [Annex D, Appendix 1](#).

TRAINING COUNSELLING SESSION

27. A training counselling session is used when a cadet is having difficulties progressing toward qualification and an intervention is required to set goals for corrective action and/or remedial instruction. These counselling sessions focus on training related issues. The DO/PI Comd/Flt Comd is responsible for conducting training counselling sessions. Guidelines for conducting training counselling sessions are located in [Annex E](#) and the Training Counselling Session Form is located in [Annex E, Appendix 1](#).

TRAINING REVIEW BOARD (TRB)

28. When a cadet continues to have difficulties or has a significant difficulty progressing towards qualification, the DO/PI Comd/Flt Comd should meet with the Crse O to determine what additional intervention is required to ensure improvement or determine if another course of action is more appropriate considering the circumstances, eg, Return to Unit (RTU). The Crse O is responsible for conducting the TRB and may include other staff, eg, Specialty Instructors, Medical Staff, Standards Staff. Normally, the cadet is not present during the TRB, but the cadet's perspective and participation can help determine the best course of action. Guidelines for conducting a TRB are located in [Annex F](#) and the Training Review Board Form is located in [Annex F, Appendix 1](#).

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CHARACTERISTICS OF CP DPs

Developmental Period (DP)	Developmental Period 1 (DP1)			Developmental Period 2 (DP2)		Developmental Period 3 (DP3)
Ages	12 – 14			15 – 16		17 – 18
Years	Y1	Y2		Y3	Y4	Y5+
DP Overview	Learning in the Cadet Program is designed around three progressive, developmental periods (DPs). The mental, physical, emotional, and social development of a cadet are considered in these age-appropriate DPs. The cadet develops and ultimately refines higher-level thinking skills (reasoning, reflective thinking, problem solving) as they progress through each DP.					
Age-Appropriate Learning	Experience-Based			Developmental		Competency
DP Description	The cadet has well-developed automatic responses however, the area of the brain that processes higher-level thinking is not yet mature. Effective learning is active and interactive with lots of practical experiences.			The cadet starts developing higher-level thinking skills such as problem-solving skills. Effective learning is interactive and practical, allowing cadets to start making decisions within their learning process.		The cadet is refining higher-level thinking skills. Effective learning is interactive and allows for increased individual responsibility and independent learning.
Assessment Expectation	Participatory			Baseline Proficiency		Enhanced Proficiency
Assessment Purpose	<ul style="list-style-type: none"> Stimulation and maintenance of an enhanced interest in the CP. <p>Note: Exposing the cadet to a variety of training activities and learning opportunities with the assessment expectation focused on participation will help accomplish this.</p> <ul style="list-style-type: none"> Exposure to a broad knowledge base and skill set. <p>Note: CSTC Summer 2 courses will begin to expose the cadet to some specific specialty areas, which will allow the cadet to discover possible areas of particular interest.</p>			<ul style="list-style-type: none"> Development of a broad knowledge base and skill set as well as introducing reasoning proficiency. Ongoing determination and development of specific specialty areas of interest and capability. Recognition of enhanced proficiency achievement. Ongoing stimulation and maintenance of an enhanced interest in the CP. 		<ul style="list-style-type: none"> Development of an enhanced knowledge, reasoning or skill proficiency in a targeted specialty area – related to interest, capability and cadet program requirements. Ongoing development of the broad knowledge base and skill set as well as reasoning proficiency. Ongoing recognition of enhanced proficiency achievement. Ongoing stimulation and maintenance of an enhanced interest in the CP.

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ASSESSMENT OF LEARNING PLAN – AIR RIFLE MARKSMANSHIP INSTRUCTOR

EC/PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO S310 – Attain Standard First Aid Qualification								
S310 PC	PO S310	To assess the cadet's ability to perform first aid.	Skills and Knowledge	Performance Assessment and Selected Response	IAW the practices, standards and policies of the first aid training provider.	Upon Completion of lessons related to PO S310.	As per first aid training provider requirements	IAW the practices, standards and policies of the first aid training provider.
PO S340 – Describe the Duties of an Air Rifle Marksmanship Instructor								
N/A.								
PO S341 – Apply the Principles of Air Rifle Marksmanship								
S341 PC	PO S341	To assess the cadet's ability to apply the principles of air rifle marksmanship.	Skills and reasoning proficiency	Performance assessment	The cadet is observed applying the principles of air rifle marksmanship. The performance is then discussed with the cadet and a judgment is made based on the cadet's performance.	This PC will be conducted after the lessons related to EOs S341.01–S341.07 and currently during the lessons related to EOs S342.02–S342.04 and EO S345.05.	Appendix 1	N/A.

EC/PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO S342 – Lead Air Rifle Marksmanship Activities								
S342 PC	PO S342	To assess the cadet's ability lead an air rifle marksmanship activity.	Skills	Performance assessment	The cadet is observed leading an air rifle marksmanship activity. The performance is then discussed with the cadet and a judgment is made based on the cadet's performance.	This PC will be conducted after the lesson related to EO S342.01 and concurrently during the lessons related to EOs S342.02–S342.04.	Appendix 2	N/A.
PO S343 – Assist a Range Safety Officer (RSO)								
S343 PC	PO S343	To assess the cadet's ability to assist a Range Safety Officer (RSO).	Skills, ability to create a product and reasoning proficiency	Performance Assessment	The cadet is observed assisting the Range Safety Officer (RSO). The performance is then discussed with the cadet and a judgment is made based on the cadet's performance.	This PC will be conducted after the lessons related to EOs S343.01–S343.04 and concurrently during the lessons related to EOs S342.02–S342.04.	Appendix 3	N/A.

EC/PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO S344 – Coach Cadets During an Air Rifle Marksmanship and a Competitive Summer Biathlon Activity								
S344 PC	PO S344	To assess the cadet's ability to coach cadets during an air rifle marksmanship and a competitive summer biathlon activity.	Skills	Performance assessment	The cadet is observed coaching cadets during an air rifle marksmanship and a competitive summer biathlon activity. The performance is then discussed with the cadet and a judgment is made based on the cadet's performance.	This PC will be conducted after the lessons related to EOs S344.01–S344.03 and concurrently during the lessons related to EOs S342.02–S342.04 and EO S345.05.	Appendix 4	N/A.
PO S345 – Assist With Summer Biathlon Activities								
S345 PC	PO S345	To assess the cadet's ability assist with summer biathlon activities.	Skills	Performance assessment	The cadet is observed assisting with summer biathlon activities and a judgment is made based on the cadet's performance.	This PC will be conducted after the lessons related to EOs S345.02 and S345.04 and concurrently during the lesson related to EO S345.05.	Appendix 5	N/A.

EC/PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
<i>PO S346 – Instruct a 20-Minute Air Rifle Marksmanship Lesson</i>								
S346 PC	PO S346	To assess the cadet's ability to instruct a 20-minute air rifle marks- manship lesson.	Ability to create product and skills.	Performance assessment.	The cadet is observed instructing a 20-minute air rifle marks- manship lesson. The perform- ance is then discussed with the cadet and a judgment is made based on the cadet's performance.	This PC will be conducted after the lesson related to EO S346.01 and concurrently during the lesson related to EO S346.02.	Appendix 6	N/A.

S341 PC – ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and S341 PC Checklist and become familiar with the material prior to conducting the assessment.

PRE-ASSESSMENT ASSIGNMENT

Have the cadet review the S341 PC Apply The Principles of Air Rifle Marksmanship Checklist to become familiar with the material prior to the assessment.

ASSESSMENT METHOD

Performance assessment and personal communication were chosen as it allows the assessor to observe the cadet's ability to apply the principles of air rifle marksmanship and make a judgement on the quality of performance.

CONDUCT OF ASSESSMENT

PURPOSE

To assess the cadet's ability to apply the principles of air rifle marksmanship.

RESOURCES

S341 PC Apply The Principles of Air Rifle Marksmanship Checklist, Air rifle marksmanship equipment, to include:

- marksmanship jacket,
- marksmanship hat,
- cadet air rifle sling,
- marksmanship glove,
- shooting mat,
- spotting scope with stand,
- target frame,
- safety glasses/goggles,
- CCM Competition Target,
- air rifle pellets,
- cadet air rifle,
- cadet air rifle safety rod,
- set of front sight inserts, and
- marksmanship diary.

Local Range Standing Orders

ASSESSMENT ACTIVITY LAYOUT

This assessment shall be conducted on an air rifle range IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*, Part 1, Section 8.



Criteria for assessing the cadets' ability to apply the principles of air rifle marksmanship is assessed as:

- **Incomplete.** The skill was not attempted or not completed even with assistance;
- **Completed With Difficulty.** The skill was completed with difficulty and/or assistance;
- **Completed Without Difficulty.** The skill was completed without difficulty and/or assistance.

Make notes of observations to provide descriptive post-assessment feedback.

ASSESSMENT ACTIVITY INSTRUCTIONS



The cadet may be given assistance (eg, reminders, guided questions).



Instructors are to note the following:

- The Cadet Air Rifle Handling Test shall be administered during EO S341.01 (Chapter 4, Section 4).
- Have cadets simulate firing the cadet air rifle when conducting the Cadet Air Rifle Handling Test.
- Cadets must successfully pass the Cadet Air Rifle Handling Test before being allowed to fire on an air rifle range.

1. Fill in the name and division/platoon/flight name/number and date of the assessment on the assessment Checklist.
2. Place a check mark (✓) in the appropriate assessment box.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the assessment checklist as:
 - a. **Incomplete.** The cadet has not achieved the performance standard by not completing at least one skill;
 - b. **Completed With Difficulty.** The cadet has achieved the performance standard by completing all of the skills on the checklist with less than 60 percent (32 or less of 55) completed without difficulty;

- c. **Completed Without Difficulty.** The cadet has achieved the performance standard by completing all of the skills on the checklist with 60 percent or more (33 or more out of 55) completed without difficulty; or
 - d. **Exceeded Standard.** The cadet has achieved the performance standard by completing all of the skills on the checklist as completed without difficulty.
- 2. Record notes made in the assessor's feedback section of the Assessment Checklist.
 - 3. Sign and date the Assessment Checklist.
 - 4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.
 - 5. The overall result will be recorded on the S341 Qualification Record located at [Annex C](#).

PROVIDING ASSESSMENT FEEDBACK

Discuss the overall performance results with the cadet and provide them with a copy of the completed checklist.

CADET AIR RIFLE HANDLING TEST ASSESSMENT CHECKLIST

Cadet's Name: _____

Date: _____

	Incomplete	Complete
	The action was not performed correctly or the action was unsafe	The action was performed correctly and in a safe manner
Upon instruction to carry out Individual Safety Precautions, did the cadet:		
1. Ensure the bolt was fully open and to the rear;		
2. Ensure the safety catch was in the ON position;		
3. Ensure the pump lever was partially open (5-8 cm); and		
4. Ensure the safety rod was inserted in the barrel and visible in the feed track.		
Upon the command "Relay Load, Commence Firing," did the cadet:		
1. Ensure the safety catch was in the ON position;		
2. Pump the cadet air rifle, observing a three second pause;		
3. Simulate loading a pellet (flat end forward);		
4. Close the bolt;		
5. Place the safety catch in the OFF position;		
6. Aim at the target;		
7. Squeeze the trigger;		
8. Place the safety catch in the ON position;		
9. Open the bolt;		
10. Partially open the pumping lever; and		
11. Lay down the air rifle.		
Upon the command "Relay, Unload and Prepare for Inspection," did the cadet:		
1. Remove the five pellet clip, if used;		
2. Pump the cadet air rifle, observing a three second pause;		

	Incomplete	Complete
	The action was not performed correctly or the action was unsafe	The action was performed correctly and in a safe manner
3. Close the bolt;		
4. Place the safety catch in the OFF position;		
5. Aim the cadet air rifle at the target;		
6. Squeeze the trigger;		
7. Open the bolt;		
8. Place the safety catch in the ON position;		
9. Open the pump lever (5–8 cm);		
10. Place the air rifle on shoulder, muzzle pointed down range;		
11. Wait to be cleared by the RSO; and		
12. Lay down the cadet air rifle once cleared by the RSO.		

Assessor's Feedback:

Cadet Air Rifle Handling Test Overall Assessment				
Check One	Incomplete		Completed	
Overall Performance	The cadet has not achieved the performance standard. One or more actions were incomplete.		The cadet has achieved the performance standard. All actions were complete.	

Assessor's Name:	Position:
Assessor's Signature:	Date:

This form shall be reproduced locally.

S341 PC ASSESSMENT CHECKLIST

Cadet's Name: _____ Date: _____ Div/Plt/Flt: _____

Wear Marksmanship Equipment Checklist	Incomplete	Completed	Non-Applicable
Check one			
Sizing Marksmanship Equipment Did the cadet properly size:			
The Marksmanship Jacket			
The Marksmanship Hat			
The Cadet Air Rifle Sling			
The Marksmanship Glove			
Wear Marksmanship Equipment Did the cadet wear:			
The Marksmanship Jacket			
The Marksmanship Hat			
The Cadet Air Rifle Sling			
The Marksmanship Glove			
Adjusting Marksmanship Equipment Did the cadet adjust:			
The Marksmanship Jacket			
The Marksmanship Hat			
The Cadet Air Rifle Sling			
The Marksmanship Glove			

Assessor's Feedback:

Wear Marksmanship Equipment Overall Assessment				
Check One	Incomplete		Completed	
Overall Performance	The cadet has not achieved the performance standard by not completing one skill, even with assistance.		The cadet has achieved the performance standard by completing any of the skills with minimal assistance	

This form shall be reproduced locally.

Cadet's Name: _____ Date: _____ Div/Plt/Flt: _____

Check One		Incomplete	Completed With Difficulty	Completed Without Difficulty
The item was not attempted or completed				
The item was completed with some difficulty or assistance				
The item was completed without difficulty or assistance				
Applying the Principles of Marksmanship Checklist				
The cadet adopted the prone position such that: (for a left-handed marksman substitute right for left and left for right)				
1	The body is angled 5–20 degrees to the left of the line of fire.			
2	The left leg is straight with the left foot either straight or turned inward.			
3	The spine and left leg are parallel.			
4	The right leg is bent and knee is raised forward, with the foot turned outward.			
5	The right hand firmly grips the pistol grip.			
6	The left hand is against the handstop (sling swivel) and the rifle sits just over the wrist.			
7	The fingers of the left hand are relaxed.			
8	The back of the wrist is at least 10 cm (4 inches) above the ground.			
9	The rifle sling supporting the rifle without use of muscles in the left arm and the use of a rifle rest as required.			
10	The rifle sling does not make contact with the rifle.			
11	The full weight of the head is supported by the cheek of the butt stock.			

Check One		Incomplete	Completed With Difficulty	Completed Without Difficulty
12	The right elbow does not slip on the shooting mat.			
13	The left elbow is underneath the sling when viewed from above.			
14	The rifle is supported without cant.			
15	The butt plate does not move when pressure is applied from above.			
While applying aiming and breathing, did the cadet:				
1	Use a blinder			
2	Avoid fixed vision			
3	Align the front and rear sight			
4	Acquire a sight picture			
5	Start the marksmanship breathing cycle by:			
	a. inhale and exhale deeply;			
	b. take another deep breath and exhaling normally;			
	c. take a shallow breath;			
	d. release about two thirds of the breath; and			
	e. hold the breath for 6–8 seconds.			

Check One		Incomplete	Completed With Difficulty	Completed Without Difficulty
		The item was not attempted or completed	The item was completed with some difficulty or assistance	The item was completed without difficulty or assistance
6	Steadying the sight picture.			
7	Simulating firing the shot.			
8	Simulating applying follow-through.			
9	Exhale the remaining breath.			
10	Continue to breathe normally.			
While applying natural alignment, did the cadet:				
1	Adopt a comfortable prone position.			
2	Acquire a sight picture.			
3	Close both eyes for a second or two.			
4	Take several normal breaths to relax the muscles.			
5	Open both eyes to inspect the sight picture.			
6	Maintain a comfortable position.			
7	Adjust the body position until the correct sight picture is achieved.			

Check One		Incomplete	Completed With Difficulty	Completed Without Difficulty
While applying trigger control and follow-through, did the cadet:				
1	Place the trigger hand on the pistol grip of the cadet air rifle.			
2	Place the trigger finger on the trigger.			
3	Follow the marksmanship breathing cycle.			
4	Release the trigger under control.			
5	Apply follow-through after the cadet air rifle is fired by:			
	a. continuing to aim;			
	b. maintaining a steady firing position;			
	c. waiting two seconds for the pellet to reach the target.			
While adopting the standing position, did the cadet:				
1	Lay the rifle down on a table.			
2	Stand 90 degrees to the target.			
3	Position the feet shoulder width apart			
4	Pick up the rifle.			
5	Place the butt plate of the rifle high in the shoulder pocket.			
6	Position the left hand under the rifle stock.			

Check One		Incomplete	Completed With Difficulty	Completed Without Difficulty
		The item was not attempted or completed	The item was completed with some difficulty or assistance	The item was completed without difficulty or assistance
7	Lay the right hand on the small of the butt.			
8	Orient the position towards the target.			
9	Lay the rifle on the rest.			
10	Adjust the height of the rest.			
11	Adjust the length of the butt using spacers.			
12	Adjust the position as required.			

Assessor's Feedback:

PO S341 Overall Assessment								
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard	
Overall Performance	The cadet has not achieved the performance standard by not completing at least one skill.		The cadet has achieved the performance standard by completing all of the skills on the checklist with less than 60 percent (32 or less of 55) completed without difficulty.		The cadet has achieved the performance standard by completing all of the skills on the checklist with 60 percent or more (33 or more out of 55) completed without difficulty.		The cadet has achieved the performance standard by completing all of the skills on the checklist as completed without difficulty.	

Assessor's Name:	Position:
Assessor's Signature:	Date:

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S342 PC – ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and S342 PC Assessment Checklist and become familiar with the material prior to conducting the assessment.

There are no periods allotted for this PC. It is to be administered following the completion of EO S342.01 (Prepare to Lead Air Rifle Marksmanship Activities, Chapter 4, Section 5). It is recommended that the cadet be assessed during EOs S342.02 (Lead a Classification Air Rifle Marksmanship Activity, Chapter 4, Section 5), S342.03 (Lead a Competitive Air Rifle Marksmanship Activity, Chapter 4, Section 5), S342.04 (Lead a Standing Position Familiarization Air Rifle Marksmanship Activity, Chapter 4, Section 5), S342.05 (Lead a Fun Air Rifle Marksmanship Activity, Chapter 4, Section 5), and S342.06 (Lead a Timed Air Rifle Marksmanship Activity, Chapter 4, Section 5).

Photocopy S342 PC Assessment Checklist for each cadet.

PRE-ASSESSMENT ASSIGNMENT

Have the cadet develop a written plan for the activity.

ASSESSMENT METHOD

Performance assessment was chosen as it allows the assessor to observe the cadet's ability to perform the required skills of leading an air rifle marksmanship activity and make a judgment on the quality of the performance.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to lead an air rifle marksmanship activity.

RESOURCES

S342 PC Assessment Checklist.

ASSESSMENT ACTIVITY LAYOUT

The assessment will be conducted on an air rifle range set up IAW A-CR-CCP-177/PT-001, Part 1, Section 8, during EOs S342.02 (Lead a Classification Air Rifle Marksmanship Activity, Chapter 4, Section 5), S342.03 (Lead a Competitive Air Rifle Marksmanship Activity, Chapter 4, Section 5), S342.04 (Lead a Standing Position Familiarization Air Rifle Marksmanship Activity, Chapter 4, Section 5), S342.05 (Lead a Fun Air Rifle Marksmanship Activity, Chapter 4, Section 5), and S342.06 (Lead a Timed Air Rifle Marksmanship Activity, Chapter 4, Section 5).

ASSESSMENT ACTIVITY INSTRUCTIONS



The cadet may be provided assistance (eg, reminders, guided questions).



After observing the task being performed, make a judgment and indicate on the Assessment Checklist whether the task was:

- **Incomplete.** The task was not attempted or not completed even with assistance.
- **Completed With Difficulty.** The task was completed with difficulty and/or assistance.
- **Completed Without Difficulty.** The task was completed without difficulty and/or assistance.
- **Exceeded Standard.** The task was completed without difficulty or assistance and exceeded the performance standard.

Make notes of observations to provide descriptive post-assessment feedback.

1. Have the cadet lead an air rifle marksmanship activity.
2. Evaluate the cadet's performance and record results on the Assessment Checklist.

POST ASSESSMENT INSTRUCTIONS



The overall performance assessment is determined by reviewing the analytical performance assessment and considering the frequency of assessment ratings for all criteria and the observational notes made during the performance. Make a judgment on the quality of the overall performance by indicating (eg, highlighting, circling, checking) on the statement that best represents this judgment.

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:
 - a. **Incomplete.** The cadet has not achieved the performance standard.
 - b. **Completed With Difficulty.** The cadet has achieved the performance standard with difficulty.
 - c. **Completed Without Difficulty.** The cadet has achieved the performance standard without difficulty.
 - d. **Exceeded Standard.** The cadet has exceeded the performance standard.
2. Record notes and/or observations in the assessor's feedback area.
3. Sign and date the Assessment Checklist.
4. Attach a copy of the Assessment Checklist to the cadet's training file and give a copy to the cadet.



If an overall performance of incomplete is given to a cadet, record as many notes as necessary to substantiate the results.

PROVIDING ASSESSMENT FEEDBACK

During the feedback session, ask the cadet to use their written plan to guide the discussion on what they feel went well and what went poorly, and what they would do differently if the same air rifle marksmanship activity was assigned for them to lead again.

Discuss the performance results of each section of the Assessment Checklist with the cadet and provide them with a copy of the completed form.

S342 PC ASSESSMENT CHECKLIST

Cadet's Name: _____

Div/Plt/Flt: _____

Air Rifle Marksmanship Activity: _____

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
	The cadet did not complete the task.	The cadet completed the task with difficulty.	The cadet completed the task without difficulty.	The cadet exceeded the standard in completing the task.
LEAD AN AIR RIFLE MARKSMANSHIP ACTIVITY				
Preparation				
Reviewed applicable activity instructions.				
Developed a written plan for the activity.				
Introduction				
Supervised assigned range assistants setting up the air rifle range.				
Introduced and explained the activity.				
Leading an Air Rifle Marksmanship Activity				
Supervised during the activity, to include:				
<ul style="list-style-type: none"> assigned range assistants, assigned coaches, and participants. 				
Solved problems as required.				
Conclusion				
Conducted a debriefing of the activity.				
Supervised assigned range assistants dismantling the air rifle range.				
Reported to the RSO at the end of the air rifle marksmanship activity.				

Lead an Air Rifle Marksmanship Activity Assessment								
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard	
Overall Performance Assessment	The cadet did not achieve the performance standard.		The cadet achieved the performance standard with difficulty.		The cadet achieved the performance standard without difficulty.		The cadet exceeded the performance standard.	

Assessor's Feedback:

Assessor's Name:	Position:
Assessor's Signature:	Date:

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S343 PC – ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and S343 PC Assessment Checklist and become familiar with the material prior to conducting the assessment.

There are no periods allotted for this PC. It is to be administered after the lessons related to PO S343 (Assist the Range Safety Officer [RSO], Chapter 4, [Section 6](#)) and concurrently during the lessons related to EO S342.02 (Lead a Classification Air Rifle Marksmanship Activity, Chapter 4, Section 5), EO S342.03 (Lead a Competitive Air Rifle Marksmanship Activity, Chapter 4, Section 5), EO S342.04 (Lead a Standing Position Familiarization Air Rifle Marksmanship Activity, Chapter 4, Section 5), EO S342.05 (Lead a Fun Air Rifle Marksmanship Activity, Chapter 4, Section 5) and EO S342.06 (Lead a Timed Air Rifle Marksmanship Activity, Chapter 4, Section 5).

Assign an assessment time to each cadet. During each assessment time, cadets do not need to complete all items on the Assessment Checklist; however, each cadet will be given multiple opportunities to attempt this PC in order to complete as many items as possible during the Air Rifle Marksmanship Instructor Course.

Photocopy the S343 PC Assessment Checklist for each cadet.

PRE-ASSESSMENT ASSIGNMENT

Have the cadet review the S343 PC Assessment Checklist and become familiar with the assessment criteria prior to their assigned assessment time.

ASSESSMENT METHOD

Performance assessment was chosen as it allows the assessor to observe the cadet performing the required skills and make a judgment on the quality of performance.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to assist a Range Safety Officer (RSO) during air rifle marksmanship activities.

RESOURCES

- S343 PC Assessment Checklist,
- Cadet air rifle,
- Cadet air rifle safety rod,
- Marksmanship equipment, and
- Range equipment.

ASSESSMENT ACTIVITY LAYOUT

The assessment will be conducted on an air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8.

ASSESSMENT ACTIVITY INSTRUCTIONS



The cadet may be provided assistance (eg, reminders, guided questions).



Observe the cadet and evaluate each skill being performed. Make a judgment and indicate on the Assessment Checklist whether the skill was:

- **Incomplete.** The skill was not attempted or not performed even with assistance.
- **Completed With Difficulty.** The skill was performed with some difficulty/assistance.
- **Completed Without Difficulty.** The skill was performed without difficulty/assistance.
- **Not Applicable.** The skill was not required to be performed during the PC.

Make notes of observation to provide descriptive post-assessment feedback.

1. Fill in the name and division/platoon/flight of the cadet and the date of the assessment on the Assessment Checklist.
2. Observe the cadet as they assist the RSO before, during and after the air rifle marksmanship activity. Indicate the cadet's performance on the Assessment Checklist.



The cadet is required to perform as many items as possible on the Assessment Checklist during each PC to achieve the performance standard.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall assessment on the Assessment Checklist as:
 - a. **Incomplete.** The cadet has not achieved the performance standard by not completing at least one of the required skills.
 - b. **Completed With Difficulty.** The cadet has achieved the performance standard by completing one or more of the required skills with difficulty.
 - c. **Completed Without Difficulty.** The cadet has achieved the performance standard by completing all required skills without difficulty.
2. Record notes and/or observations in the assessor's feedback area.
3. Sign and date the Assessment Checklist.
4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file and one copy is given to the cadet.

PROVIDING ASSESSMENT FEEDBACK

Discuss the overall performance results with the cadet. Use positive feedback to reinforce the skills that were performed without difficulty. Identify the skills that were performed incomplete/with difficulty and review the skills with the cadet, explaining how to perform the skills.

S343 PC ASSESSMENT CHECKLIST

Cadet's Name: _____ Date: _____ Div/Plt/Flt: _____

		Incomplete	Completed With Difficulty	Completed Without Difficulty	Not Applicable
		The item was not attempted or completed.	The item was completed with some difficulty or assistance.	The item was completed without difficulty or assistance.	The item was not required to be performed during the PC.
Assist the Range Safety Officer (RSO)					
The cadet set up and dismantled an air rifle range by:					
1	Identifying equipment required to set up an air rifle range.				
2	Inspecting the cadet air rifle.				
3	Setting up an air rifle range by following the Air Rifle Range Layout.				
4	Performing the duties of a pellet controller during an air rifle marksmanship activity.				
5	Dismantling an air rifle range.				
The cadet enforced safety on an air rifle range by:					
6	Ensuring cadets adhere to range safety regulations.				
7	Ensuring cadets follow commands given on the range.				
8	Performing the duties of a range sentry.				
9	Assisting with the administration of the Cadet Air Rifle Handling Test.				
The cadet scored targets including:					
10	The CCM Air Rifle Grouping Target.				
11	The CCM Competition Target.				
The cadet maintained the cadet air rifle including:					
12	Before firing maintenance.				
13	After firing maintenance.				
14	Storage or preservation maintenance.				
15	Pump piston lubrication.				

Assessor's Feedback:

PO S343 Overall Assessment						
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty	
Overall Performance	The cadet has not achieved the performance standard by not completing at least one of the required skills.		The cadet has achieved the performance standard by completing one or more of the required skills with difficulty.		The cadet has achieved the performance standard by completing all required skills without difficulty.	

Assessor's Name:	Position:
Assessor's Signature:	Date:

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S344 PC – ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and S344 PC and become familiar with the material prior to conducting the assessment.

There are no periods allotted for this PC. It is to be administered concurrently during the lessons related to EO S342.02 (Lead a Classification Air Rifle Marksmanship Activity, Chapter 4, Section 5), EO S342.03 (Lead a Competitive Air Rifle Marksmanship Activity, Chapter 4, Section 5), EO S342.04 (Lead a Standing Position Familiarization Air Rifle Marksmanship Activity, Chapter 4, Section 5), EO S342.05 (Lead a Fun Air Rifle Marksmanship Activity, Chapter 4, Section 5), EO S342.06 (Lead a Time Air Rifle Marksmanship Activity, Chapter 4, Section 5) and EO S345.05 (Participate in Summer Biathlon Activities, Chapter 4, Section 8).

Assign an assessment time to each cadet. During each assessment time, cadets do not need to complete all items on the assessment checklist; however each cadet will be given multiple opportunities to attempt this PC in order to complete as many items as possible during the Air Rifle Marksmanship Instructor Course.

Photocopy the S344 PC Assessment Checklist for each cadet.

PRE-ASSESSMENT ASSIGNMENT

Have the cadet review the S344 PC Assessment Checklist and become familiar with the assessment criteria prior to their assigned assessment time.

ASSESSMENT METHOD

Performance assessment was chosen as it allows the assessor to observe the cadet's ability to perform the required skills and make a judgment on the quality of performance.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to coach cadets during air rifle marksmanship and competitive summer biathlon activities.

RESOURCES

- S344 PC Assessment Checklist,
- Cadet air rifle,
- Cadet air rifle safety rod,
- Marksmanship equipment,
- Range equipment,
- Biathlon Air Rifle Targets (BARTs), and
- Biathlon official's equipment.

ASSESSMENT ACTIVITY LAYOUT

The assessment will be conducted on an air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8.



The cadet may be provided assistance (eg, reminders, guided questions).



After observing the task being performed, make a judgment and indicate on the Assessment Checklist whether the task was:

- **Incomplete.** The task was not attempted or not completed even with assistance.
- **Completed With Difficulty.** The task was completed with difficulty and/or assistance.
- **Completed Without Difficulty.** The task was completed without difficulty and/or assistance.
- **Exceeded Standard.** The task was completed with enhanced proficiency.

Make notes of observations to provide descriptive post-assessment feedback.

If there is no requirement for a task to be performed, it should be recorded as N/A.

ASSESSMENT ACTIVITY INSTRUCTIONS

1. Have the cadet coach cadets during an air rifle marksmanship and competitive summer biathlon activity.
2. Evaluate the cadet's performance and record results on the Assessment Checklist.

POST ASSESSMENT INSTRUCTIONS



The overall performance assessment is determined by reviewing the analytical performance assessment and considering the frequency of assessment ratings for all criteria and the observational notes made during the performance. Make a judgment on the quality of the overall performance by indicating (eg, highlighting, circling, checking) on the statement that best represents this judgment.

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:
 - a. **Incomplete.** The cadet has not achieved the performance standard.
 - b. **Completed With Difficulty.** The cadet has achieved the performance standard with difficulty.
 - c. **Completed Without Difficulty.** The cadet has achieved the performance standard without difficulty.
 - d. **Exceeded Standard.** The cadet has exceeded the performance standard.
2. Record notes and/or observations in the assessor's feedback area.
3. Sign and date the Assessment Checklist.
4. Attach a copy of the Assessment Checklist to the cadet's training file and give a copy to the cadet.



If an overall performance of incomplete is given to a cadet, record as many notes as necessary to substantiate the results.

PROVIDING ASSESSMENT FEEDBACK

During the feedback session, ask the cadet to use their written plan to guide the discussion on what they feel went well and what went poorly, and what they would do differently the next time they coach cadets during an air rifle marksmanship and/or competitive summer biathlon activity.

Discuss the performance results of each section of the Assessment Checklist with the cadet and provide them with a copy of the completed form.

S344 PC ASSESSMENT CHECKLIST

Cadet's Name: _____ Date: _____ Div/Pt/Fit: _____

Air Rifle Marksmanship Activity ☐

Check One		Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
		The item was not attempted or completed	The item was completed with some difficulty or assistance	The item was completed without difficulty or assistance	The item was completed with enhanced proficiency
Applying Coaching Techniques During an Air Rifle Marksmanship Activity Checklist					
The cadet applied coaching techniques during an air rifle marksmanship activity by:					
Ensuring the sequence of firing to an application target (Canadian Cadet Movement Competition Target, CCT2001AR853) was followed by checking the application target and its components to include:					
1	Checking to ensure the competitor information section is completed;				
2	Checking to ensure the two sighting diagrams are being used;				
3	Checking to ensure the ten scoring diagrams are used in an equal manner;				
4	Checking to ensure that shots fired at the sighting diagrams are not too excessive or require more to zero the cadet air rifle;				
5	Ensuring the time limit for firing the application target is completed within the rules.				
6	Ensuring the application target(s) are turned in to a portrait orientation;				
7	Ensuring the application target(s) are fired in a logical sequence.				
Did the cadet apply the coach's firing point sequence by:					
1	Positioning themselves in the best position to observe, without affecting the cadet (eg. on the right-hand side of the cadet [left side for a left-handed cadet] or at the back of the firing lane);				

		Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Check One		The item was not attempted or completed	The item was completed with some difficulty or assistance	The item was completed without difficulty or assistance	The item was completed with enhanced proficiency
2	Ensure the cadet is in-line with their assigned target and the rear sight is correctly set;				
3	Ensure the cadet's natural alignment is correct;				
4	Direct the cadet to make adjustments if required, to their position;				
5	Direct the cadet to make adjustments if required, to their hold;				
6	Direct the cadet to make adjustments if required, to their eye relief;				
7	Direct the cadet to make adjustments if required, to their breathing sequence;				
8	Direct the cadet to make adjustments if required, to their trigger squeezing;				
9	Encourage the cadet to relax;				
10	Checking to ensure the rest position was performed as required;				
11	Provide feedback to the cadet to correct the various aspects of the principles of marksmanship;				
12	Analyse common errors on their target(s);				
13	Adjust the elevation on the cadet air rifle as required;				
14	Adjust the windage on the cadet air rifle as required;				
15	Maintain a coaching diary;				
16	Analyse the cadet's performance.				

S344 PC ASSESSMENT CHECKLIST

Cadet's Name: _____ Date: _____ Div/Pit/Flt: _____

Competitive Summer Biathlon Activity ☐

Check One		Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
The item was not attempted or completed		The item was completed with some difficulty or assistance	The item was completed without difficulty or assistance	The item was completed with enhanced proficiency	
Applying Coaching Techniques During a Competitive Summer Biathlon Activity Checklist					
Did the cadet apply coaching techniques during a competitive biathlon activity by:					
Assisting the competitor before the competition, to include:					
1	Ensure the competitor is prepared for physical activity;				
2	Attend the coach's meeting (if applicable) to receive start times, course layout, firing bouts and bibs;				
3	Confirm the competitor's equipment is on the range and at the appropriate lane number;				
4	Assist with the zeroing of the cadet air rifle;				
5	Lead the competitor through a warm-up session;				
6	Ensure the competitor is at the start at the appropriate time.				
Assisting the competitor during the competition by:					
1	Providing encouragement;				

		Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Check One		The item was not attempted or completed	The item was completed with some difficulty or assistance	The item was completed without difficulty or assistance	The item was completed with enhanced proficiency
2	Laying out required number of air rifle pellets before each firing bout;				
3	Spotting the competitor's shots during each firing bout to make corrections if required;				
4	Recording the competitor's missed shots to compare with the results;				
5	Recording any stop times;				
6	Resetting the target after the official has recorded the score.				
Assisting the competitor after the competition by:					
1	Being at the finish line to encourage the competitor;				
2	Leading the competitor through a cool-down session;				
3	Comparing official results with recorded results;				
4	Analyzing the competitor's performance to help them improve;				
5	Providing feedback to the competitor;				
6	Maintaining a coaching diary.				

Assessor's Feedback:

PO S344 Overall Assessment								
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard	
Overall Performance	The cadet has not achieved the performance standard		The cadet has achieved the performance standard with difficulty		The cadet has achieved the performance standard without difficulty		The cadet has exceeded the performance standard	

Assessor's Name:	Position:
Assessor's Signature:	Date:

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S345 PC – ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and S345 PC Assessment Checklist and become familiar with the material prior to conducting the assessment.

There are no periods allotted for this PC. It is to be administered following the lessons related to PO S345 (Assist With Summer Biathlon Activities, Chapter 4, [Section 8](#)) and concurrently during the lesson related to EO S345.05 (Participate in Summer Biathlon Activities, Chapter 4, Section 8).

Assign an assessment time to each cadet. During each assessment time, cadets do not need to complete all items on the assessment checklist; however each cadet will be given multiple opportunities to attempt this PC in order to complete as many items as possible during the Air Rifle Marksmanship Instructor Course.

Photocopy the S345 PC Assessment Checklist for each cadet.

PRE-ASSESSMENT ASSIGNMENT

Have the cadet review the S345 PC Assessment Checklist and become familiar with the assessment criteria prior to their assigned assessment time.

ASSESSMENT METHOD

Performance assessment was chosen as it allows the assessor to observe the cadet's ability to perform the required skills and make a judgment on the quality of performance.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to assist during summer biathlon activities.

RESOURCES

- S345 PC Assessment Checklist,
- Cadet air rifle,
- Cadet air rifle safety rod,
- Marksmanship equipment,
- Range equipment,
- Biathlon Air Rifle Targets (BARTs), and
- Biathlon official's equipment.

ASSESSMENT ACTIVITY LAYOUT

The assessment will be conducted on an air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8.

ASSESSMENT ACTIVITY INSTRUCTIONS



The cadet may be provided assistance (eg, reminders, guided questions).



Observe the cadet and evaluate each skill being performed, make a judgment and indicate on the Assessment Checklist whether the skill was:

- **Incomplete.** The skill was not attempted or not performed even with assistance.
- **Completed With Difficulty.** The skill was performed with some difficulty/assistance.
- **Completed Without Difficulty.** The skill was performed without difficulty/assistance.
- **Not Applicable.** The skill was not required to be performed during the PC.

Make notes of observation to provide descriptive post-assessment feedback.

1. Fill in the name and division/platoon/flight of the cadet and the date of the assessment on the Assessment Checklist.
2. Observe the cadet as they assist the RSO before, during and after the summer biathlon activity. Indicate the cadet's performance on the Assessment Checklist.



The cadet is required to perform items 1–15 on the Assessment Checklist to achieve the performance standard.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall assessment on the Assessment Checklist as:
 - a. **Incomplete.** The cadet has not achieved the performance standard by not completing any of the required skills.
 - b. **Completed With Difficulty.** The cadet has achieved the performance standard by completing one or more of the required skills with difficulty.
 - c. **Completed Without Difficulty.** The cadet has achieved the performance standard by completing all required skills without difficulty.
2. Record notes and/or observations in the assessor's feedback area.
3. Sign and date the Assessment Checklist.
4. Attach a copy of the Assessment Checklist to the cadet's training file and give a copy to the cadet.

PROVIDING ASSESSMENT FEEDBACK

Discuss the overall performance results with the cadet. Use positive feedback to reinforce the skills that were performed without difficulty. Identify and review the skills that were performed incomplete/with difficulty with the cadet, explaining how to perform the skills.

S345 PC ASSESSMENT CHECKLIST

Cadet's Name: _____ Date: _____ Div/Plt/Fit: _____

ASSIST WITH SUMMER BIATHLON ACTIVITIES

		Incomplete	Completed With Difficulty	Completed Without Difficulty	Not Applicable
Lead a warm-up and cool-down session					
The cadet prepared to lead a warm-up/cool-down session by:					
1	Selecting warm-up/cool-down stretches that focus on the major muscle groups to be used during summer biathlon.				
2	Selecting warm-up/cool-down activities that focus on the major muscle groups to be used during summer biathlon.				
The cadet conducted a warm-up/cool-down session by:					
3	Performing the selected stretches.				
4	Introducing the activity.				
5	Identifying the number of cadets required or defining the group breakdown.				
6	Describing the set-up and key objectives of the activity.				
7	Describing how to play the activity.				
8	Supervising while the cadets play the activity.				
Perform the role of a summer biathlon official					
The cadet performed the role of a range assistant including:					
9	Setting up the range area of the summer biathlon venue.				
10	Controlling and issuing pellets.				
11	Monitoring competitors for safety infractions.				
The cadet performed the role of a competition secretary including:					
12	Setting up a competition office.				
13	Ensuring forms are available to other officials.				

		Incomplete	Completed With Difficulty	Completed Without Difficulty	Not Applicable
		The item was not attempted or completed.	The item was completed with some difficulty or assistance.	The item was completed without difficulty or assistance.	The item was not applicable during this PC
14	Generating a Start List.				
15	Ensuring synchronized stopwatches are available to other officials.				
16	Tabulating results.				
17	Posting results.				
The cadet performed the role of a lane scorekeeper including:					
18	Observing the competitors course of fire.				
19	Recording the number of misses on a range scoresheet.				
20	Recording any stop times that occur.				
The cadet performed the role of a penalty loop controller including:					
21	Setting up the penalty loop.				
22	Recording the bib numbers of competitors each time they run a penalty loop.				
The cadet performed the role of a course controller including:					
23	Identifying the course with control markers.				
24	Recording the bib numbers of competitors as they run the course.				
The cadet performed the role of a start/finish controller including:					
25	Setting up the start/finish.				
26	Obtaining a synchronized stopwatch from the competition office.				
27	Obtaining a Start List.				
28	Ensuring the competitors start at the correct time.				
29	Recording each competitor's finish time.				
The cadet performed the role of a runner including:					
30	Transferring information from one official to another.				

Assessor's Feedback:

PO S345 Overall Assessment						
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty	
Overall Performance	The cadet has not achieved the performance standard by not completing at least one of the required skills.		The cadet has achieved the performance standard by completing one or more of the required skills with difficulty.		The cadet has achieved the performance standard by completing all required skills without difficulty.	

Assessor's Name:	Position:
Assessor's Signature:	Date:

This form shall be reproduced locally.

S346 PC – ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Assign each cadet a 20-minute air rifle marksmanship lesson prior to conducting this assessment, to include:

1. providing each cadet:
 - a. a lesson specification, and
 - b. an instructional guide; and
2. assigning a time for each cadet to present their lesson.

Ensure that all resources requested by the cadets are available.

Review the assessment plan, assessment instructions and S346 PC Assessment Rubric and become familiar with the material prior to conducting the assessment.

Photocopy the Instructional Technique Assessment Rubric and the S346 PC Assessment Checklist for each cadet.

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

PRE-ASSESSMENT ASSIGNMENT

Have each cadet review the S346 PC Assessment Rubric and become familiar with the assessment criteria prior to instructing their lesson.

Have each cadet prepare to instruct a 20-minute air rifle marksmanship lesson by:

1. researching lesson content;
2. planning a lesson;
3. developing instructional aids; and
4. preparing the lesson location.

ASSESSMENT METHOD

Performance assessment was chosen as it allows the assessor to observe the cadet while instructing a lesson and make a judgement on the cadet's level of preparation, classroom management skills, use of teaching methods, use of instructional aids and overall instructional techniques.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this assessment is to assess the cadet's ability to prepare and instruct a 20-minute air rifle marksmanship lesson.

RESOURCES

IAW EO S346.02 (Instruct a 20-Minute Air Rifle Marksmanship Lesson, Chapter 4, Section 9).

ASSESSMENT ACTIVITY LAYOUT

Classroom or training area large enough to accommodate the entire group.

ASSESSMENT ACTIVITY INSTRUCTIONS



This PC is assessed during EO S346.02 (Instruct a 20-Minute Air Rifle Marksmanship Lesson, Chapter 4, Section 9) or any additional opportunity thereafter.

1. Have each cadet, prior to the start of EO S346.02 (Instruct a 20-Minute Air Rifle Marksmanship Lesson, Chapter 4, Section 9):
 - a. research lesson content;
 - b. plan a lesson;
 - c. develop instructional aids; and
 - d. set up the lesson location.
2. During the time allotted for this lesson have each cadet:
 - a. provide a copy of their written lesson plan to the assessor;
 - b. instruct a 20-minute lesson by:
 - (1) introducing the lesson;
 - (2) presenting the content of the lesson;
 - (3) confirming the knowledge/skills learned during the lesson; and
 - (4) concluding the lesson; and
 - c. participate in an individual feedback session with the assessor upon completion of the lesson.
3. Using the Assessment Rubric as a guide, the assessor shall make notes of observations and record the results on the S346 PC Assessment Checklist.



Each cadet will be required to complete this without assistance.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the assessment checklist as:
 - a. **Incomplete.** If the instruction of the lesson was not attempted, was not completed, if no lesson plan was submitted, if the lesson location was not prepared, no instructional aids were used or if a positive emotional learning environment was not created.

- b. **Completed With Difficulty.** If the instruction of the lesson was completed but the cadet had difficulty with a majority of the skills in the rubric.
 - c. **Completed Without Difficulty.** If the instruction of the lesson was completed and the cadet had no difficulty with most of the skills described in the rubric.
 - d. **Exceeded Standard.** If the instruction of the lesson was completed beyond the level expected of an Air Rifle Marksmanship Instructor. The cadet consistently demonstrated outstanding instructional techniques as described in the rubric.
- 2. Record notes and/or observations in the assessor's feedback area.
 - 3. Sign and date the Assessment Checklist.
 - 4. Attach a copy of the Assessment Checklist to the cadet's training file and give a copy to the cadet.

PROVIDING ASSESSMENT FEEDBACK

Discuss the overall performance results with the cadet. Use positive feedback to reinforce the skills that exceeded standard/were performed without difficulty. Identify the skills that were performed incomplete/with difficulty and review the skills with the cadet, explaining how to perform the skills and provide them with a copy of the completed checklist.

Once all cadets have instructed a 20-minute air rifle marksmanship lesson, debrief the division/platoon/flight by providing feedback, focusing on:

- 1. best practices,
- 2. general trends and key areas for improvement, and
- 3. re-motivation, highlighting the effort and accomplishments of the group.

S346 PC ASSESSMENT RUBRIC

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Lesson Preparation				
Lesson Plan	The lesson plan was not submitted, it had insufficient detail to deliver a full period of instruction or it was not developed IAW the QSP.	The lesson plan was disorganized/hard to follow or was incomplete or included few details of how TPs are to be presented.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete and accurate.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete, accurate and detailed enough for another instructor to follow and implement without difficulty.
Instructional Aids	The instructional aids were not developed, not relevant or were of poor quality.	The instructional aids were relevant, but their ease of use and effectiveness were questionable.	The instructional aids were relevant, easy to use and assisted in clarifying lesson content.	The instructional aids were relevant, easy to use and assisted in clarifying lesson content. In addition, instructional aids were creative, well thought-out and extra effort on the cadet's part was evident.
Classroom/ Training Area Set Up	Set-up of the classroom/ training area was not suitable to the lesson.	Set-up of the classroom/ training area was not suitable to the lesson, however some elements were overlooked.	<p>The classroom/training area was well set up, with due consideration given to such things as:</p> <ul style="list-style-type: none"> functional seating formation, lighting, instructional aids were easily accessible and ready to use, and distractions were minimized. 	N/A.

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Lesson Introduction				
Review of Previous Lesson (if Applicable)	The cadet did not review previous lesson.	The cadet stated the topic of the previous lesson.	The cadet stated the topic of the previous lesson and provided a brief summary of the content.	N/A.
Introduction of Lesson	The cadet did not provide an introduction to the lesson.	The cadet stated what will be learned, but was unclear in the description of why it is important or where the knowledge/skills will be applied.	The cadet clearly described what will be learned, why it is important and where the knowledge/skills will be applied.	The cadet clearly described what will be learned, why it is important and where the knowledge/skills will be applied in a creative and engaging way.
Lesson Body				
Method(s) of Instruction	The cadet's choice of method was not appropriate to the content or the audience.	The cadet's choice of method was appropriate but they displayed some difficulty using the method.	The cadet's choice of method was appropriate and they displayed no difficulty using the method.	N/A.
Learning Environment	The cadet did not ensure the physical safety of the class, and/or the cadet made no attempt to employ stress and classroom management techniques, as described in EO M409.02.	The cadet ensured the physical safety of the class at all times. The cadet attempted to employ stress and classroom management techniques, however experienced difficulty using them effective and timely manner.	The cadet ensured the physical safety of the class at all times. The cadet employed stress classroom management techniques, as necessary, in an effective and timely manner.	The cadet ensured the physical safety of the class at all times. The cadet always controlled positive and negative stress, and displayed excellent classroom management techniques.
Effective Use Instructional Aids	The cadet did not use instructional aids.	The instructional aids were difficult to see/use, or were introduced at an ineffective time.	The instructional aids were clearly displayed and were appropriately introduced.	N/A.

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Satisfaction of Learner Needs	The lesson was delivered in a way that was inappropriate for the developmental period of the audience and did not present visual, auditory or kinesthetic learning opportunities.	Some aspects of the lesson delivery were not appropriate for the developmental period of the audience. The cadet included little variety with regard to providing visual, auditory or kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The cadet included some variety of visual, auditory and kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The cadet included many visual, auditory and kinesthetic learning opportunities throughout the lesson.
Accuracy of Lesson Content	The cadet displayed limited understanding of the lesson content and was unable to provide accurate explanations, demonstrations and/or clarification.	The cadet displayed a general understanding of the lesson content but struggled with the explanation, demonstration and/or clarification of some of the content.	The cadet displayed a sound understanding of lesson content and provided accurate explanations, demonstrations and/or clarification without difficulty.	The cadet displayed a mastery of the lesson content.
TP Confirmation	The cadet did not use questions or an activity to confirm the understanding of the TP content; and did not adjust the instruction based on audience comprehension.	The cadet used questions or an activity to confirm the understanding of the TP content, however made little effort to adjust instruction based on audience comprehension.	The cadet used questions or an activity to confirm the understanding of the TP content, and as necessary, attempted to adjust instruction based on audience comprehension.	The questions or activity cadet creatively confirmed understanding at the end of each TP and easily adjusted instruction based on audience comprehension.
End of Lesson Confirmation	The knowledge or skills covered in the lesson were not confirmed using questions or an activity.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills, however all teaching points were not covered.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills and all teaching points were covered.	All knowledge or skills covered in the lesson were confirmed in a creative and engaging way.
Lesson Conclusion				
Lesson Summary	The cadet did not re-state the objective of the lesson and did not summarize important points/areas for improvement.	The cadet re-stating the objectives of the lesson however struggled to summarize important points/areas for improvement.	The cadet re-stating the objectives of the lesson and concisely summarized important points/areas for improvement.	N/A.

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Re-Motivate	The cadet did not attempt re-motivate the cadets.	N/A.	The cadet attempted to re-motivate the cadets.	N/A.
Description of Next Lesson	The cadet did not describe the next lesson.	The cadet stated the topic of the next lesson.	The cadet stated the topic of the next lesson and provided a brief and accurate description of the lesson content.	N/A.
Communication				
Voice Control	The cadet did not speak clearly or consistently spoke to too quickly or quietly to be understood.	The cadet was understood, however struggled with the use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.	The cadet spoke clearly and made clear attempts to control pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.	The cadet spoke clearly and made excellent use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.
Body Language, Dress and Deportment	The cadet exhibited inappropriate body language and/or poor dress and deportment.	The cadet attempted to use body language to help communicate and emphasized points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasized points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasized points and exhibited a high standard of dress and deportment.
Questioning Techniques	The cadet did not use any questions or apply the questions sequence (pose, pause, pounce, ponder and praise).	The cadet used appropriate types of questions but inconsistently applied the question sequence (pose, pause, pounce, ponder and praise).	The cadet used a variety of questions and consistently applied the question sequence (pose, pause, pounce, ponder and praise).	N/A.
Time Management				
Time Management	The lesson was not completed within the allotted time, with more than 5 minutes deviation.	Time planned for and/or spent on individual TPs/activities was somewhat inaccurate or insufficient however the lesson was completed within the allotted time (+/- 5 minutes).	Time planned for and/or spent on individual TPs/activities was appropriate and the lesson was completed within the allotted time (+/- 5 minutes).	N/A.

S346 PC ASSESSMENT CHECKLIST

Cadet's Name: _____

Date: _____

	Assessment (Circle One)	Notes
Lesson Preparation		
Lesson Plan	I D C E	
Instructional Aids	I D C E	
Set Up the Lesson Location	I D C	
Lesson Introduction		
Review of Previous Lesson (If Applicable)	I D C	
Introduction of Lesson	I D C E	
Lesson Body		
Method(s) of Instruction	I D C	
Emotional Learning Environment	I D C E	
Effective Use Instructional Aids	I D C	
Satisfaction of Learner Needs	I D C E	
Accuracy of Lesson Content	I D C E	
TP Confirmation	I D C E	
End of Lesson Confirmation	I D C E	
Lesson Conclusion		
Lesson Summary	I D C	
Re-Motivate	I C	
Description of Next Lesson	I D C	

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

	Assessment (Circle One)	Notes
Communication		
Voice Control	I D C E	
Body Language	I D C E	
Questioning Techniques	I D C	
Time Management		
Time Management	I D C	

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

Assessor's Feedback:

PO S346 PC Overall Assessment							
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard
Overall Performance	The cadet has not achieved the performance standard by receiving an "incomplete" on more than three of the criteria listed on the assessment checklist.		The cadet has achieved the performance standard by receiving an "incomplete" on not more than three of the criteria and a minimum of "completed with difficulty" on all other criteria.		The cadet has achieved the performance standard by receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on 10 or more of the criteria.		The cadet has achieved the performance standard by receiving a minimum of "completed without difficulty" on all criteria listed and "exceeded standard" on 7 or more of the criteria:

Assessor's Name:	Position:
Assessor's Signature:	Date:

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AIR RIFLE MARKSMANSHIP INSTRUCTOR QUALIFICATION RECORD

Cadet's Name: _____ Corps/Squadron: _____

POs that are evaluated as Incomplete or Completed:

Topic	PO	Performance Statement	PO Assessment	
			Incomplete	Completed
First Aid	S310	Attain Standard First Aid Qualification		
Leadership	OJT	Perform the Duties of a DPO/PI WO/FSgt		
Leadership and Air Rifle Marksmanship	OJT	Perform the Duties of an Air Rifle Marksmanship Instructor		

POs that recognize proficiency level achievement:

Topic	PO	Performance Statement	PO Assessment			
			Did Not Achieve the Standard	Baseline Proficiency		Enhanced Proficiency
			Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Air Rifle Marksmanship	S341	Apply the Principles of Air Rifle Marksmanship				
Leadership and Air Rifle Marksmanship	S342	Lead Air Rifle Marksmanship Activities				
Leadership and Air Rifle Marksmanship	S343	Assist a Range Safety Officer (RSO)				
Leadership, Air Rifle Marksmanship and Summer Biathlon	S344	Coach Cadets During an Air Rifle Marksmanship and a Competitive Summer Biathlon Activity				
Leadership and Summer Biathlon	S345	Assist With Summer Biathlon Activities				
Instructional Techniques and Air Rifle Marksmanship	S346	Instruct a 20-Minute Air Rifle Marksmanship Lesson				

Qualification Achieved	Yes	No	DO/PL Comd/Flt Comd Signature:	Date:

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CADET INTERVIEW GUIDELINES

PREPARATION FOR INITIAL INTERVIEW

PRE-INTERVIEW INSTRUCTIONS

Review the interview guidelines and the cadet interview form in [Appendix 1](#) and become familiar with the material prior to conducting the interview.

Make copies of the course schedule, Assessment of Learning Plan located in [Annex B](#) and associated PC assessment instruments located in [Annex B, Appendixes 1 to 6](#), and make them available to each cadet a day prior to the interview.

Schedule interviews to allow approximately 10–15 minutes per cadet.

PRE-INTERVIEW ASSIGNMENT

Have the cadets review the course objectives, schedule and assessment activities and come to the interview prepared to discuss these aspects of the course and expectations and personal goals they may have for the course.

CONDUCT OF INITIAL INTERVIEW

PURPOSE

The purpose of the initial interview is to discuss course objectives, schedule and assessment activities. This is also an opportunity to get to know the cadet and help the cadet set personal goals.

RESOURCES

- Cadet Interview Form,
- Pen/pencil, and
- Suitable interview location.

INTERVIEW LAYOUT

Set up the interview location so that both the interviewer and cadet will be comfortable.

INTERVIEW INSTRUCTIONS



Tips for a successful interview:

- Ask questions that will provoke thought; in other words avoid questions with a yes or no answer.
- Manage time by ensuring the cadet stays 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 cadet time to respond to your questions.

1. Have the cadet enter the area of the interview.
2. Ask the cadet the questions in the Cadet Interview Form, Section 1.

3. Have the cadet sign the Cadet Interview Form, Section 2.
4. Sign the initial Cadet Interview Form, Section 2.

POST-INTERVIEW INSTRUCTIONS

Meet with each cadet throughout the course to discuss their progress towards achieving the qualification. These feedback interviews should be directly related to the assessment for learning activities outlined within the applicable lesson specifications located in Chapter 4.

PREPARATION FOR FINAL INTERVIEW

PRE-INTERVIEW INSTRUCTIONS

Review the interview guidelines and Cadet Interview Form and become familiar with the material prior to conducting the interview.

Review the cadet's completed Qualification Record and related assessment instruments as well as the completed Cadet Interview Form, Sections 1 and 2.

Schedule interviews to allow approximately 10–15 minutes per cadet.

PRE-INTERVIEW ASSIGNMENT

Have the cadets review the personal goals they established at the beginning of the course and come to the interview prepared to discuss their success in reaching those goals. Have cadets think about their personal goals for returning to their corps.

CONDUCT OF FINAL INTERVIEW

PURPOSE

The purpose of the final interview is to discuss; the completed Qualification Record, the cadet's goals that were discussed during the initial interview, and new goals for returning to the corps.

RESOURCES

- Cadet Initial Interview Form,
- Pen/pencil, and
- Suitable interview location.

INTERVIEW LAYOUT

Set up the interview location so that both the cadet and the interviewer will be comfortable.

INTERVIEW INSTRUCTIONS



Tips for a successful interview:

- Ask questions that will provoke thought; in other words avoid questions with a yes or no answer.
- Manage time by ensuring the cadet stays 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 cadet time to respond to your questions.

1. Ask the cadet questions in Cadet Interview Form, Section 3.
2. Provide the cadet with a copy of their completed Qualification Record and discuss their learning progress towards course objectives.
3. Ask the cadet the remaining questions on the form.
4. Have the cadet sign the Cadet Interview Form.
5. Sign the Cadet Interview Form.

POST-INTERVIEW INSTRUCTIONS

Ensure the Cadet Certificate of Qualification, CF 558 (NSN 7530-21-870-7685), is awarded to each cadet upon successful completion of the qualification.

Ensure the completed Qualification Record for each cadet is forwarded to the applicable corps, through the appropriate chain of command.

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CADET INTERVIEW FORM

SECTION 1 – CADET PARTICULARS			
Surname:		Name:	
Course:	Division/Platoon/Flight:	Corps/Squadron:	Rank:
SECTION 2 – INITIAL INTERVIEW			
<p>1. What are your expectations for the course?</p> <p>2. Do you have any questions of curiosity about the course objectives, schedule and/or assessment of learning activities?</p> <p>3. What course activities do you enjoy most?</p> <p>4. What are your strengths?</p> <p>5. What are some areas you would like to improve during the course? What personal goals would you like to establish while on course?</p> <p>6. Do you have any medical conditions/allergies that course staff should be aware of?</p>			ADDITIONAL COMMENTS
Cadet's Signature:			
Div O/PI Comd/Flt Comd Signature:			Date:

SECTION 3 – FINAL INTERVIEW	
<p>1. How did you enjoy the course?</p> <p>2. What were some of your likes and dislikes about the training activities?</p> <p>Likes:</p> <p>Dislikes:</p> <p>3. How can you apply what you have learned on this course at your home corps/squadron?</p> <p>4. What are some new personal goals you will establish upon returning to the corps/squadron?</p> <p>5. What training opportunities are you interested in next summer?</p>	ADDITIONAL COMMENTS
Cadet's Signature:	
Div O/PI Comd/Flt Comd Signature:	Date:

TRAINING COUNSELLING SESSION GUIDELINES

PREPARATION

PRE-COUNSELLING SESSION INSTRUCTIONS

Review the counselling instructions and Training Counselling Session Form and become familiar with the material prior to conducting the training counselling session.

CONDUCT OF TRAINING COUNSELLING SESSION

PURPOSE

The purpose of the Training Counselling Session is to formally meet with a cadet who is having difficulty achieving and/or maintaining qualification standards and to create an action plan to assist this cadet.

RESOURCES

- Training Counselling Session Form,
- Pen/pencil, and
- Suitable boardroom.

COUNSELLING SESSION LAYOUT

Set up a table with chairs for the cadet and the staff.

COUNSELLING SESSION INSTRUCTIONS



Tips for a successful interview:

- Ask questions that will provoke thought; in other words avoid questions with a yes or no answer.
- Manage time by ensuring the cadet stays 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 cadet time to respond to your questions.

1. Have the cadet enter the counselling room.
2. Inform the cadet of the situation; the cadet is not achieving and/or maintaining qualification standards.
3. Determine the following:
 - a. the seriousness of the failure,
 - b. areas of difficulty,
 - c. exceptional circumstances affecting the training progress,
 - d. the behaviour of the cadet,
 - e. the effort and motivation of the cadet, and
 - f. whether or not sufficient training support was provided.

4. Create an action plan with the cadet that addresses the reasons for the failure and the action the cadet should take to be successful.



The action plan must be achievable for the cadet, address the reasons for the failure and provide the cadet with guidelines on the action they must take to be successful.

5. Brief the cadet on the consequences should no improvement be noticed.
6. Have the cadet sign the Training Counselling Form.
7. Sign the Training Counselling Form.

POST-COUNSELLING INSTRUCTIONS

Provide a recommendation to the cadet's staff. The outcome of a training counselling session can lead to the following:

1. recommend continued training with further counselling and retesting following additional instruction;
2. recommend continued training with further counselling and retesting following additional practice; or
3. recommend a Training Review Board.

TRAINING COUNSELLING SESSION FORM

SECTION 1 – CADET PERS INFORMATION	
Surname:	Name:
CSTC:	Course:
Division/Platoon/Flight:	Corps/Squadron:
Circumstances requiring TCS convening:	
SECTION 2 – SESSION FINDINGS	
(To include training progression to date, effort and motivation of cadet, training support provided, exceptional circumstances, etc.)	
Seriousness of failure:	
Performance in related POs:	
Previous difficulties and action taken:	
Overall course performance:	
Exceptional circumstances affecting training progress:	
Assessment of the cadet's conduct:	

SECTION 3 – SESSION RECOMMENDATIONS (ACTION PLAN)	
<input type="checkbox"/>	Continued training with further counselling and retesting following additional instruction
<input type="checkbox"/>	Continued training with further counselling and retesting following additional practice
<input type="checkbox"/>	Training Review Board (TRB)
Cadet's Signature:	
Div O/PI Comd/Flt Comd Signature:	Date:
SECTION 4 – CRSE O REVIEW	
<input type="checkbox"/>	I agree with the above recommendation
<input type="checkbox"/>	I disagree with the above recommendation
Reasons:	
Alternate course of action:	
Crse O Signature:	Date:

TRAINING REVIEW BOARD (TRB) GUIDELINES

PREPARATION

PRE-TRB INSTRUCTIONS

Review the TRB instructions and Training Review Board Form in [Appendix 1](#) and become familiar with the material prior to conducting the training review board.

CONDUCT OF TRB

PURPOSE

The purpose of the TRB is to determine the feasibility of continuing the cadet's training.

RESOURCES

- Training Review Board Form,
- Pen/pencil, and
- Suitable boardroom.

TRB INSTRUCTIONS

1. Discuss the following:
 - a. progression of training to date,
 - b. seriousness of failure,
 - c. performance in related POs,
 - d. overall course performance,
 - e. behaviour assessment of the cadet,
 - f. effort and motivation of cadet,
 - g. whether or not sufficient training support was provided, and
 - h. exceptional circumstances affecting training progression.



The action plan must be achievable for the cadet, address the reasons for the failure and provide the cadet with guidelines on the action they must take to be successful.

2. Have the cadet sign the Training Review Board Form.
3. Sign the Training Review Board Form.

POST-TRB INSTRUCTIONS

1. Provide a recommendation to the XO/DCO. Possible outcomes of a TRB are:
 - a. a recommendation of continued training with further counselling and/or a retest following additional instruction/practice;

- b. a recommendation of continued training with a suitable arrangement agreed to by the board members that is in the best interest of all parties; or
 - c. a recommendation of RTU to the Commanding Officer.
- 2. Sections 5 and 6 will be completed in cases where a RTU is recommended.

TRAINING REVIEW BOARD FORM

SECTION 1 – CADET PERS INFORMATION		
Surname:		Name:
CSTC:		Course:
Division/Platoon/Flight:		Corps/Squadron:
Circumstances requiring TRB convening:		
SECTION 2 – BOARD MEMBERS (NAME AND RANK)		
Dept Head/Coy Comd/Sqn Comd:	Stds Officer:	Crse O:
SECTION 3 – BOARD FINDINGS		
(To include training progression to date, effort and motivation of cadet, training support provided, exceptional circumstances, etc)		
Seriousness of failure:		
Performance in related POs:		
Previous difficulties and action taken:		
Overall course performance:		
Exceptional circumstances affecting training progress:		
Assessment of the cadet's conduct:		

SECTION 4 – BOARD RECOMMENDATIONS

Recommendation to the XO/DCO for:

- ☐ Continued training with further counselling and/or additional training and an assessment
- ☐ Other:

Recommendation of RTU to the Commanding Officer for:

- ☐ Unsatisfactory Performance, if the cadet is unlikely to meet the required standard for the course and there is no developmental benefit for the cadet to remain with the course (eg, lack of effort, too far behind, etc)
- ☐ Disciplinary reasons if the cadet's behaviour is unacceptable. Comments:

Crse O Signature:

Stds O Signature:

Dept Head/Coy Comd/Sqn Comd Signature:

Date:

SECTION 5 – EXECUTIVE OFFICE (XO)/DEPUTY COMMANDING OFFICER (DCO) RECOMMENDATIONS

- ☐ I agree with the above recommendation
- ☐ I disagree with the above recommendation:

Reason:

Alternate course of action:

XO/DCO Signature:

Date:

SECTION 6 – COMMANDING OFFICER DECISION	
<div><input type="checkbox"/> I agree with the above recommendation</div> <div><input type="checkbox"/> I disagree with the above recommendation: Reason:</div> <div>Alternate course of action:</div>	
CO Signature:	Date:

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CHAPTER 4

PERFORMANCE OBJECTIVES

SECTION 1

PERFORMANCE OBJECTIVES (POs), TRAINING PLAN AND ON-THE-JOB TRAINING (OJT)

PURPOSE

1. The purpose of this chapter is to outline the specific POs, Training Plan and OJT associated with the Air Rifle Marksmanship Instructor qualification.

PERFORMANCE OBJECTIVES

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

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

TRAINING PLAN

3. This chapter also details the training plan that is designed to assist cadets to achieve the required POs using Enabling Objectives (EOs) and Lesson Specifications (LS) that are the key reference used for development of A-CR-CCP-903/PF-001.

ENABLING OBJECTIVES

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

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

LESSON SPECIFICATIONS

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

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

INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATION

6. General information including age-appropriateness, definition, application, advantages and disadvantages for the various methods of instruction commonly accepted as appropriate for cadet training are located at [Annex A](#).

ASSESSMENT FOR LEARNING

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

OJT – OVERVIEW

8. OJT is a structured yet flexible aspect of training intended to provide the cadet with practical opportunities, outside of their peer group training, to continue developing knowledge and skills in the areas of leadership and instructional techniques.

9. The OJT for Air Rifle Marksmanship Instructor will consist of the following two components:

- a. Divisional Petty Officer (DPO)/Platoon Warrant Officer (PI WO)/Flight Sergeant (FSgt) Duties – one training day, and
- b. Perform the Duties of an Air Rifle Marksmanship Instructor – eight periods.

10. Infusing these OJT experiences into each specialty qualification course provides the cadet with an authentic and challenging leadership and instructional experience which better prepares them to perform these duties and apply their specialty knowledge and skills at the corps/squadron and at the CSTC during potential staff cadet advanced training opportunities.

11. Although there will be no assessment of learning programmed for these components of OJT, some PCs may be completed during the time allocated to the specialty component of OJT. In such cases, the details are provided in the associated assessment instructions and instruments located at Chapter 3, [Annex B](#).

OJT – DPO/PI WO/FSgt DUTIES

12. This component of OJT is intended to provide the cadet with a practical experience that reinforces and builds on the knowledge and skills related to leadership and instructional techniques. Details for this component of OJT are located at [Annex B](#).

OJT – PERFORM THE DUTIES OF AN AIR RIFLE MARKSMANSHIP INSTRUCTOR

13. This component of OJT is intended to provide the cadets with a practical outlet for applying specialty knowledge and demonstrating specialty skills as well as reinforcing practical leadership and instructional techniques unique to their specialty. Although it is not possible to standardize this practical experience for each cadet, details for this component of OJT, including a list of possible performance outlets are located at [Annex C](#).

SECTION 2**PO S310 – ATTAIN STANDARD FIRST AID QUALIFICATION**

1. **Performance.** Attain Standard First Aid Qualification.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** IAW the standards and policies of the first aid training provider, the cadet will perform first aid.
4. **Remarks**
 - a. A total of 16 periods (two training days) shall be allocated for first aid training.
 - b. First aid training shall be conducted by a nationally recognized first aid training provider.
 - c. Most first aid training providers organize their curriculum into core and elective topic areas so that courses can be tailored to the needs of different audiences. For the purposes of cadet training, in addition to the core topic areas identified by the first aid training provider, first aid instructors shall select remaining topic areas based on the following priorities:
 - (1) priority one topic areas:
 - (a) emergency scene management (ESM),
 - (b) shock, unconsciousness and fainting,
 - (c) choking (adult),
 - (d) cardiovascular emergencies and one-rescuer cardiopulmonary resuscitation (CPR) (adult), and
 - (e) severe bleeding;
 - (2) priority two topic areas:
 - (a) medical conditions (diabetes, convulsions, asthma and allergies),
 - (b) secondary survey,
 - (c) bone and joint injuries,
 - (d) head/spinal and pelvic injuries,
 - (e) eye injuries,
 - (f) burns,
 - (g) poisons, bites and stings,

- (h) heat and cold illness and injuries, and
- (i) chest injuries;
- (3) priority three topic areas:
 - (a) multiple casualty management,
 - (b) two-rescuer CPR,
 - (c) automated external defibrillation,
 - (d) wound care,
 - (e) rescue carries, and
 - (f) other topic areas deemed relevant to the CSTC qualification.

SECTION 3**PO S340 – DESCRIBE THE DUTIES OF AN AIR RIFLE MARKSMANSHIP INSTRUCTOR**

1. **Performance.** Describe the Duties of an Air Rifle Marksmanship Instructor.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet will describe the duties of an Air Rifle Marksmanship Instructor, to include:
 - a. applying the principles of air rifle marksmanship;
 - b. assisting the Range Safety Officer (RSO);
 - c. coaching cadets during air rifle marksmanship activities;
 - d. leading air rifle marksmanship activities;
 - e. assisting with summer biathlon activities; and
 - f. instructing air rifle marksmanship skill lessons.
4. **Remarks.** N/A.

EO S340.01 – DESCRIBE THE AIR RIFLE MARKSMANSHIP INSTRUCTOR COURSE

1. **Performance.** Describe the Air Rifle Marksmanship Instructor Course.
2. **Conditions**
 - a. Given:
 - (1) Air Rifle Marksmanship Instructor Summary and Time Allocation Table,
 - (2) Air Rifle Marksmanship Instructor Assessment of Learning Plan,
 - (3) Air Rifle Marksmanship Instructor Qualification Record,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall describe the Air Rifle Marksmanship Instructor course, to include:
 - a. the duties of an Air Rifle Marksmanship Instructor,
 - b. outline of training, and
 - c. qualification requirements.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the duties of an Air Rifle Marksmanship Instructor, to include: <ol style="list-style-type: none"> a. leading air rifle marksmanship activities; b. assisting the Range Safety Officer; c. coaching cadets during air rifle marksmanship and summer biathlon activities; d. assisting with summer biathlon activities; and e. instructing air rifle marksmanship lessons. 	Interactive Lecture	10 min	A0-027 (pp. 1-12-1 to 1-12-4)
TP2	Describe the outline of training for the Air Rifle Marksmanship Instructor course, to include: <ol style="list-style-type: none"> a. the aim of the Air Rifle Marksmanship Instructor course, b. performance objectives and enabling objectives, and c. the Air Rifle Marksmanship Instructor course assessment of learning plan. 	Interactive Lecture	40 min	Chapter 1 (pp. 1-1 to 1-5)

TP	Description	Method	Time	Ref
TP3	Describe the qualification requirements for the Air Rifle Marksmanship Instructor course.	Interactive Lecture	20 min	Chapter 3 (pp. 3-1 to 3-5)

5. **Time**

- a. Introduction/Conclusion: 10 min
- b. Interactive Lecture: 70 min
- c. Total: 80 min

6. **Substantiation.** An interactive lecture was chosen for this lesson to introduce the cadets to the Air Rifle Marksmanship Instructor course and generate interest.

7. **References.** A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.

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

9. **Learning Aids**

- a. Air Rifle Marksmanship Instructor Summary and Time Allocation Table,
- b. Air Rifle Marksmanship Instructor Assessment of Learning Plan, and
- c. Air Rifle Marksmanship Instructor Qualification Record.

10. **Test Details.** N/A.

11. **Remarks.** N/A.

EO S340.02 – IDENTIFY AIR RIFLE MARKSMANSHIP TRAINING AND COMPETITION OPPORTUNITIES

1. **Performance.** Identify Air Rifle Marksmanship Training and Competition Opportunities.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall identify:
 - a. types of air rifle marksmanship activities, to include:
 - (1) classification,
 - (2) competitive,
 - (3) fun, and
 - (4) timed;
 - b. the Canadian Cadet Movement (CCM) Marksmanship Championship Series, and
 - c. civilian marksmanship organizations, to include:
 - (1) national,
 - (2) provincial, and
 - (3) local.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the aims and types of air rifle marksmanship activities, to include: <ol style="list-style-type: none"> a. classification, b. competitive, c. fun, and d. timed. 	Interactive Lecture	10 min	
TP2	Explain the four stages of the CCM Marksmanship Championship Series, to include: <ol style="list-style-type: none"> a. Stage 1: Corps/Squadron Championship, b. Stage 2: Zone Championship, c. Stage 3: Provincial/Territorial Championship, and d. Stage 4: National Championship. 	Interactive Lecture	15 min	A0-027 (pp. 4-1-1 to 4-2-4)

TP	Description	Method	Time	Ref
TP3	Identify civilian marksmanship organizations, to include: a. national marksmanship associations, b. provincial rifle associations, and c. local recreational marksmanship organizations.	Interactive Lecture	10 min	A0-119 C2-086

5. **Time**

- | | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min |
| b. | Interactive Lecture: | 35 min |
| c. | Total: | 40 min |

6. **Substantiation.** An interactive lecture was chosen for this lesson to introduce the cadets to air rifle marksmanship training and competition opportunities and generate interest.

7. **References**

- a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- b. A0-119 Shooting Federation of Canada. (2009). *Provincial Affiliates*. Retrieved March 17, 2009, from <http://www.sfc-ftc.ca/document.cfm?sectionID=39>.
- c. C2-086 Dominion of Canada Rifle Association. (2007). *Canadian and International Organizations*. Retrieved March 17, 2009, from <http://www.dkra.ca/welcome.htm>.

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

9. **Learning Aids.** N/A.

10. **Test Details.** N/A.

11. **Remarks.** N/A.

EO S340.03 – IDENTIFY BIATHLON TRAINING AND COMPETITION OPPORTUNITIES

1. **Performance.** Identify Biathlon Training and Competition Opportunities.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall identify:
 - a. types of summer biathlon activities,
 - b. the Canadian Cadet Movement (CCM) Biathlon Championship Series, and
 - c. civilian biathlon opportunities, to include:
 - (1) national,
 - (2) provincial, and
 - (3) local.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the types of summer biathlon activities, to include: <ol style="list-style-type: none"> a. traditional biathlon, b. recreational biathlon, and c. competitive biathlon. 	Interactive Lecture	5 min	
TP2	Explain the four stages of the CCM Biathlon Championship Series, to include: <ol style="list-style-type: none"> a. Stage 1: Corps/Squadron Championship, b. Stage 2: Zone Championship, c. Stage 3: Provincial/Territorial Championship, and d. Stage 4: National Championship. 	Interactive Lecture	15 min	A0-036 (pp. 4-2-2 to 4-2-4)
TP3	Identify civilian biathlon organizations, to include: <ol style="list-style-type: none"> a. national, b. provincial/territorial, and c. local. 	Interactive Lecture	15 min	C0-149

5. **Time**

- | | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min |
| b. | Interactive Lecture: | 35 min |
| c. | Total: | 40 min |

6. **Substantiation.** An interactive lecture was chosen for this lesson to introduce the cadets to the biathlon training and competition opportunities and generate interest.

7. **References**

- a. A0-036 A-CR-CCP-178/PT-001 Director Cadets 3. (2009). *Canadian Cadet Movement: Cadet Biathlon Program Reference Manual*. Ottawa, ON: Department of National Defence.
- b. C0-149 Biathlon Canada Coaching Association of Canada. (2007). *Biathlon Bears: Community Coaching* (Version 3.0) [Computer software]. Ottawa, ON: Biathlon Canada.
- c. C0-430 Biathlon Canada. (2009). *Biathlon: Combining Cross Country Skiing and Rifle Marksmanship*. Retrieved March 19, 2009, from <http://www.biathloncanada.ca/main.php>.

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

9. **Learning Aids.** N/A.

10. **Test Details.** N/A.

11. **Remarks.** N/A.

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SECTION 4**PO S341 – APPLY THE PRINCIPLES OF AIR RIFLE MARKSMANSHIP**

1. **Performance.** Apply the Principles of Air Rifle Marksmanship.
2. **Conditions**
 - a. Given:
 - (1) Air rifle marksmanship equipment,
 - (2) Local Range Standing Orders,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental:
 - (1) Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8, and
 - (2) Sports field, gymnasium, or training area large enough to accommodate the entire group.
3. **Standard.** The cadet will apply the principles of air rifle marksmanship by:
 - a. applying safety precautions with the cadet air rifle;
 - b. wearing marksmanship equipment;
 - c. adopting the prone position;
 - d. applying aiming and breathing techniques;
 - e. using natural alignment;
 - f. applying trigger control and follow through; and
 - g. adopting the standing position.
4. **Remarks.** N/A.

EO S341.01 – APPLY SAFETY PRECAUTIONS

1. **Performance.** Apply Safety Precautions.
2. **Conditions**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Cadet air rifle safety rod,
 - (3) Local range standing orders,
 - (4) Cadet Air Rifle Handling Test,
 - (5) Supervision, and
 - (6) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8.
3. **Standard.** The cadet shall apply safety precautions by:
 - a. ensuring safe rifle status;
 - b. performing individual safety precautions;
 - c. adhering to safety regulations;
 - d. responding to commands given on the range; and
 - e. completing the Cadet Air Rifle Handling Test.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	<p>Describe the criteria for safe rifle status, to include:</p> <ol style="list-style-type: none"> a. when the cadet air rifle is in the case, to include: <ol style="list-style-type: none"> (1) the safety catch is ON; (2) the bolt is forward; (3) the action is not cocked; (4) the cadet air rifle safety rod is in the case but not in the barrel; and (5) the pump lever is partially open (5–8 cm); b. when the cadet air rifle is on the firing line, to include: <ol style="list-style-type: none"> (1) the safety catch is ON; (2) the bolt is open; and 	Interactive Lecture	10 min	A0-027 (pp. 1-3-1 and 1-3-2, para 3.1 to 3.1.4)

TP	Description	Method	Time	Ref
	<p>(3) the pump lever is partially open (5–8 cm); and</p> <p>c. when the air rifle is not on the firing line, to include:</p> <p>(1) the safety catch is ON;</p> <p>(2) the bolt is open;</p> <p>(3) the cadet air rifle safety rod is in the barrel (visible in the feed track); and</p> <p>(4) the pump lever is partially open (5–8 cm).</p>			
TP2	<p>Describe individual safety precautions to be taken when safe rifle status is uncertain, to include:</p> <p>a. ensuring the bolt is fully to the rear;</p> <p>b. ensuring the safety catch is in the ON position;</p> <p>c. ensuring the pump handle is partially open (5–8 cm); and</p> <p>d. placing a cadet air rifle safety rod in the barrel, to indicate:</p> <p>(1) the cadet air rifle is not loaded; and</p> <p>(2) the cadet air rifle is safe.</p>	Interactive Lecture	10 min	A0-027 (p. 1-3-3, para 3.1.5)
TP3	<p>Explain safety regulations, to include:</p> <p>a. treating the cadet air rifle as if it is loaded;</p> <p>b. never pointing the cadet air rifle at anyone;</p> <p>c. holding the cadet air rifle vertically when moving to and from the firing point;</p> <p>d. leaving fingers off the trigger until ready to fire;</p> <p>e. wearing safety glasses/goggles; and</p> <p>f. employing hygiene on the range by washing hands after every practice.</p>	Interactive Lecture	5 min	A0-027 (pp. 1-3-3 to 1-3-4, para 3.2, para 3.4)
TP4	<p>Explain, demonstrate and have the cadets respond to the following range commands:</p> <p>a. cover off your firing point;</p> <p>b. place your equipment down and stand back;</p> <p>c. adopt the prone position;</p> <p>d. GRIT, which is an acronym for:</p> <p>(1) group (relay),</p>	Demonstration and Performance	20 min	A0-027 (p. 1-8-4)

TP	Description	Method	Time	Ref
	(2) range, (3) indication, and (4) type of fire; e. relay, load, commence firing; f. relay, unload; g. relay, prepare for inspection; h. relay, stand up; i. commands that may be given include: (1) relay, cease fire; (2) relay, resume fire; (3) change targets; and (4) change relays.			
TP5	Have the cadets complete the Cadet Air Rifle Handling Test by: a. performing individual safety precautions; b. performing the loading procedure for the cadet air rifle; c. performing the firing procedure for the cadet air rifle; d. performing the unloading procedure for the cadet air rifle; and e. preparing for inspection of the cadet air rifle.	Practical Activity	25 min	

5. Time

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	25 min
c.	Demonstration and Performance:	20 min
d.	Practical Activity:	25 min
e.	Total:	80 min

6. Substantiation

- An interactive lecture was chosen for TPs 1–3 to give direction on determining safe rifle status, describing individual safety precautions and explaining safety regulations.
- A demonstration and performance was chosen for TP 4 as it allows the instructor to explain and demonstrate following range commands while providing an opportunity for the cadets to practice the skill under supervision.
- A practical activity was chosen for TP 5 as it is an interactive way to allow cadets to complete the Cadet Air Rifle Handling Test in a safe and controlled environment. This activity contributes to the development of safe rifle handling skills and knowledge in a fun and challenging setting.

7. **References.** A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
8. **Training Aids**
 - a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for classroom/training area,
 - b. Cadet air rifle,
 - c. Cadet air rifle safety rod,
 - d. Local range standing orders, and
 - e. Cadet Air Rifle Handling Test.
9. **Learning Aids**
 - a. Cadet air rifle,
 - b. Cadet air rifle safety rod, and
 - c. Cadet Air Rifle Handling Test.
10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 1](#) (S341 PC).
11. **Remarks.** A range practice is when a cadet is participating in a marksmanship activity, to include:
 - a. familiarization,
 - b. classification,
 - c. competition,
 - d. fun,
 - e. timed, and
 - f. biathlon.

EO S341.02 – WEAR AIR RIFLE MARKSMANSHIP EQUIPMENT

1. **Performance.** Wear Air Rifle Marksmanship Equipment.
2. **Conditions**
 - a. Given:
 - (1) Air rifle marksmanship equipment, to include:
 - (a) marksmanship jacket,
 - (b) marksmanship hat,
 - (c) cadet air rifle sling, and
 - (d) marksmanship glove,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or an air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8.
3. **Standard.** The cadet shall wear air rifle marksmanship equipment, to include:
 - a. a marksmanship jacket,
 - b. a marksmanship hat,
 - c. cadet air rifle sling, and
 - d. a marksmanship glove.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe air rifle marksmanship equipment and purpose, to include: <ol style="list-style-type: none"> a. a marksmanship jacket, b. a marksmanship hat, c. cadet air rifle sling, and d. a marksmanship glove. 	Interactive Lecture	15 min	A0-027 (pp. 2–15) C0-085 (p. 7, p. 8) C0-099 (pp. 63–71)
TP2	Explain, demonstrate and have the cadets size, wear and adjust a marksmanship jacket.	Demonstration and Performance	20 min	C0-099 (pp. 66–71)
TP3	Explain, demonstrate and have the cadets size, wear and adjust a marksmanship hat.	Demonstration and Performance	5 min	C0-099 (p. 65, p. 66)

TP	Description	Method	Time	Ref
TP4	Explain, demonstrate and have the cadets wear the cadet air rifle sling, to include: a. assembling the cadet air rifle sling; b. positioning the cadet air rifle sling on the arm; and c. adjusting the cadet air rifle sling.	Demonstration and Performance	25 min	A0-027 (pp. 2–15) C0-085 (p. 7, p. 8)
TP5	Explain, demonstrate and have the cadets size and wear a marksmanship glove.	Demonstration and Performance	5 min	C0-099 (pp. 63–65)

5. Time

- | | | |
|----|--------------------------------|--------|
| a. | Introduction/Conclusion: | 10 min |
| b. | Interactive Lecture: | 15 min |
| c. | Demonstration and Performance: | 55 min |
| d. | Total: | 80 min |

6. Substantiation

- An interactive lecture was chosen for TP 1 to introduce marksmanship equipment to the cadet.
- A demonstration and performance was chosen for TPs 2–5 as it allows the instructor to explain and demonstrate wearing, sizing and adjusting air rifle marksmanship equipment while providing an opportunity for the cadets to practice the skill under supervision.

7. References

- A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- C0-085 Daisy Outdoor Products. (2006). *AVANTI Competition Pellet Rifle: Operation Manual: AVANTI Legend Model 853*. Rogers, AR: Daisy Outdoor Products.
- C2-099 (ISBN 0-9539091-0-7) Fordham, C. (2000). *Prone to Win the Art of Smallbore Target Shooting*. Pentworth, West Sussex: Brookwood Publishing Ltd.

8. Training Aids

- Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for classroom/training area, and
- Air rifle marksmanship equipment.

9. Learning Aids. Air rifle marksmanship equipment.

10. Test Details. This EO is assessed IAW Chapter 3, [Annex B, Appendix 1](#) (S341 PC).

11. Remarks. If sizing is required prior to issuing the marksmanship equipment, the *Sizing and Measuring Guide for Marksmanship Equipment* may be used to determine approximate sizes.

EO S341.03 – ADOPT THE PRONE POSITION

1. **Performance.** Adopt the Prone Position.
2. **Conditions**
 - a. Given:
 - (1) Air rifle marksmanship equipment,
 - (2) Cadet air rifle,
 - (3) Shooting mat,
 - (4) Rifle rest,
 - (5) Supervision, and
 - (6) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8.
3. **Standard.** The cadet shall adopt the prone position by ensuring:
 - a. the body is angled 5–20 degrees to the left of the line of fire;
 - b. the left leg is straight with the left foot either straight or turned inward;
 - c. the spine and left leg are parallel;
 - d. the right leg is bent and knee is raised forward, with the foot turned outward;
 - e. the right hand firmly grips the pistol grip;
 - f. the left hand is against the hand stop (sling swivel) and the rifle sits just over the wrist;
 - g. the fingers of the left hand are relaxed;
 - h. the back of the wrist is at least 10 cm (4 inches) above the ground;
 - i. the rifle sling supporting the rifle without use of muscles in the left arm and the use of an rifle rest as required;
 - j. the rifle sling does not make contact with the rifle;
 - k. the full weight of the head is supported by the cheek of the butt stock;
 - l. the right elbow does not slip on the shooting mat;
 - m. the left elbow is underneath the sling when viewed from above;
 - n. the rifle is supported without cant; and
 - o. the butt plate does not move when pressure is applied from above.

4. Teaching Points

TP	Description	Method	Time	Ref
TP1	<p>Explain, demonstrate and have the cadets determine the master eye by:</p> <ol style="list-style-type: none"> selecting a small object at least 5 m away; facing the object and extending both arms in front towards the object; keeping both eyes open, forming a small, tight opening around the object with the thumbs and index fingers; looking at the object through the opening with both eyes open and drawing both hands back toward the face; ensuring that the object remains centred through the opening of the thumbs and index fingers; looking through the opening at the object with both eyes; drawing the arms closer to the eyes (the opening formed by the two hands will be drawn towards the master eye); and looking at the object with the master eye. <p>Note: The writing hand does not always correspond with the dominant eye.</p>	Demonstration and Performance	10 min	A0-027 (p. 1-5-1, p. 1-5-2)
TP2	<p>Explain, demonstrate and have the cadets determine a suitable butt length by:</p> <ol style="list-style-type: none"> wearing the marksmanship jacket before determining the length of the butt; gripping the pistol grip of the stock with the trigger finger hand; placing the butt of the cadet air rifle into the arm at the elbow at an angle of 90 degrees; keeping the finger on the trigger and checking the length of the cadet air rifle to see if the butt plate rests against the upper arm; and adjusting the butt length of the cadet air rifle if required by: <ol style="list-style-type: none"> adding butt spacers to increase the butt length; or removing butt spacers to decrease the butt length. 	Demonstration and Performance	25 min	A2-048 (p. 3–3, p. 3–4)

TP	Description	Method	Time	Ref
TP3	<p>Explain, demonstrate and have the cadets practice adopting the prone position, by ensuring:</p> <ul style="list-style-type: none"> a. the body is angled 5–20 degrees to the left of the line of fire; b. the left leg is straight with the left foot either straight or turned inward; c. the spine and left leg are parallel; d. the right leg is bent and knee is raised forward, with the foot turned outward; e. the right hand firmly grips the pistol grip; f. the left hand is against the hand stop (sling swivel) and the rifle sits just over the wrist; g. the fingers of the left hand are relaxed; h. the left forearm forms an angle of at least 30 degrees with the ground; i. the rifle sling supporting the rifle without use of muscles in the left arm and the use of the rifle rest as required; j. the rifle sling does not make contact with the rifle; k. the full weight of the head is supported by the cheek of the butt stock; l. the right elbow does not slip on the shooting mat; m. the left elbow is underneath the sling when viewed from above; n. the rifle is supported without cant; and o. the butt plate does not move when pressure is applied from above. <p>Note: For left-handed marksmen, substitute left for right and right for left as required.</p>	Demonstration and Performance	30 min	A0-027 (pp. 1-5-2 to 1-5-5)
TP4	<p>Describe the types of rifle rests, to include:</p> <ul style="list-style-type: none"> a. single point, and b. improvised. 	Interactive Lecture	5 min	A0-027 (p. 1-5-2)

5. Time

a.	Introduction/Conclusion:	10 min
b.	Demonstration and Performance:	65 min
c.	Interactive Lecture:	5 min
d.	Total:	80 min

6. **Substantiation**

- a. A demonstration and performance was chosen for TPs 1–3 as it allows the instructor to explain and demonstrate determining the master eye, determining a suitable butt length and adopting the prone position while providing an opportunity for the cadets to practice the skills under supervision.
- b. An interactive lecture was chosen for TP 4 to present knowledge on the types of rifle rests that may be used to support the cadet air rifle.

7. **References**

- a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- b. A2-048 B-GL-382-001/FP-001 Director of Army Training 3-6 (Infantry). (2003). *Shoot to Live*. Ottawa, ON: Department of National Defence.

8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for classroom/training area,
- b. Air rifle marksmanship equipment,
- c. Cadet air rifle,
- d. Cadet air rifle safety rod,
- e. Shooting mat,
- f. Rifle rest,
- g. Cadet air rifle butt spacers, and
- h. Multi-bit screwdriver.

9. **Learning Aids**

- a. Air rifle marksmanship equipment,
- b. Cadet air rifle,
- c. Cadet air rifle safety rod,
- d. Rifle rest,
- e. Cadet air rifle butt spacers, and
- f. Multi-bit screwdriver.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 1](#) (S341 PC).

11. **Remarks.** The application of this skill occurs during the lessons related to EO S342.02 (Lead a Classification Air Rifle Marksmanship Activity, Section 5), EO S342.03 (Lead a Competitive Air Rifle Marksmanship Activity, Section 5), EO S342.04 (Lead a Standing Position Familiarization Air Rifle Marksmanship Activity, Section 5), EO S342.05 (Lead a Fun Air Rifle Marksmanship Activity, Section 5) and EO S342.06 (Lead a Timed Air Rifle Marksmanship Activity, Section 5).

EO S341.04 – APPLY AIMING AND BREATHING TECHNIQUES

1. **Performance.** Apply Aiming and Breathing Techniques.
2. **Conditions**
 - a. Given:
 - (1) Air rifle marksmanship equipment,
 - (2) Cadet air rifle,
 - (3) Cadet air rifle safety rod,
 - (4) Blinder,
 - (5) Rifle rest,
 - (6) Target,
 - (7) Supervision, and
 - (8) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8.
3. **Standard.** The cadet shall apply aiming and breathing techniques by:
 - a. using a blinder;
 - b. avoiding fixed vision;
 - c. aligning the front and rear sight;
 - d. acquiring a sight picture;
 - e. starting the marksmanship breathing cycle by:
 - (1) normal breathing;
 - (2) taking a deep breath;
 - (3) exhaling deeply;
 - (4) taking another deep breath;
 - (5) exhaling deeply;
 - (6) taking in a shallow breath;
 - (7) releasing about two thirds of the breath;
 - (8) holding the breath no longer than seven seconds while:
 - (a) steadying the sight picture;
 - (b) simulating firing the shot; and
 - (c) simulating applying follow-through;

- f. exhaling remaining air; and
- g. continuing to breathe normally.

4. Teaching Points

TP	Description	Method	Time	Ref
TP1	Describe: <ul style="list-style-type: none"> a. the purpose of using a blinder; b. firing with both eyes open using a blinder; and c. avoiding fixed vision. 	Interactive Lecture	10 min	A0-027 (pp. 2–10)
TP2	Describe sight alignment, to include: <ul style="list-style-type: none"> a. front sight of the cadet air rifle; b. rear aperture sight of the cadet air rifle, to include: <ul style="list-style-type: none"> (1) peep sight, (2) micrometre elevation knob, and (3) micrometre windage knob; c. natural head position; d. eye relief; e. effects of sight misalignment; and f. adjusting the position to achieve sight alignment. 	Interactive Lecture	15 min	A0-027 (pp. 1-5-5 to 1-5-7)
TP3	Describe obtaining a steady sight picture, to include: <ul style="list-style-type: none"> a. obtaining an equal line of white around the aiming mark; b. changing the front sight inserts; and c. maintaining the same sight picture for each shot. 	Interactive Lecture	5 min	A0-027 (p. 1-5-7)
TP4	Explain, demonstrate and have cadets perform the marksmanship breathing cycle, to include: <ul style="list-style-type: none"> a. purpose of the marksmanship breathing cycle, to include: <ul style="list-style-type: none"> (1) supplying oxygen to the blood stream; (2) eliminating elements (such as carbon dioxide); (3) relaxing the muscles; (4) stabilizing the aim; and 	Demonstration and Performance	20 min	A0-027 (p. 1-7-9, p. 1-12-2) C2-098 (pp. 358–362) C2-116 C2-117 (p. 228, p. 229) C2-206 (pp. 203–206)

TP	Description	Method	Time	Ref
	<p>(5) increasing marksmanship performance; and</p> <p>b. characteristics of the marksmanship breathing cycle, to include:</p> <p>(1) normal breathing;</p> <p>(2) taking in a deep breath;</p> <p>(3) exhaling deeply;</p> <p>(4) taking another deep breath;</p> <p>(5) exhaling deeply;</p> <p>(6) taking in a shallow breath; and</p> <p>(7) holding the breath no longer than seven seconds while:</p> <p>(a) steadying the sight picture;</p> <p>(b) simulating firing the shot; and</p> <p>(c) simulating applying follow-through;</p> <p>(8) exhaling remaining air; and</p> <p>(9) continuing to breathe normally.</p> <p>Note: The marksmanship breathing cycle may change from cadet to cadet based on the comfort level of the cadet and their ability to obtain a steady sight picture.</p>			
TP5	<p>Have the cadets practice applying aiming and breathing techniques by:</p> <p>a. using a blinder;</p> <p>b. avoiding fixed vision;</p> <p>c. aligning the front and rear sight;</p> <p>d. acquiring a sight picture;</p> <p>e. starting the marksmanship breathing cycle by:</p> <p>(1) normal breathing;</p> <p>(2) taking in a deep breath;</p> <p>(3) exhaling deeply;</p> <p>(4) taking another deep breath;</p> <p>(5) exhaling deeply;</p> <p>(6) taking in a shallow breath; and</p> <p>(7) releasing about two thirds of the breath;</p> <p>(8) holding the breath no longer than seven seconds while:</p>	Practical Activity	20 min	C2-107 (pp. 62–67)

TP	Description	Method	Time	Ref
	(a) steadying the sight picture; (b) simulating firing the shot; and (c) simulating applying follow-through; f. exhaling remaining air; and g. continuing to breathe normally. Note: Cadets may use a rifle rest if required.			

5. Time

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	30 min
c.	Practical Activity:	20 min
d.	Demonstration and Performance:	20 min
e.	Total:	80 min

6. Substantiation

- An interactive lecture was chosen for TPs 1–3 to present basic knowledge on air rifle marksmanship aiming and breathing techniques.
- A demonstration and performance was chosen for TP 4 as it allows the instructor to explain and demonstrate the aiming and breathing technique while providing an opportunity for the cadets to practice the skills.
- A practical activity was chosen for TP 5 as it is an interactive way to allow cadets to experience applying aiming and breathing techniques. This activity contributes to the development of aiming and breathing techniques knowledge in a fun and challenging setting.

7. References

- A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- C2-098 Constantine, R. (1998). *Modern Highpower Competition: From Beginner to Master*. Manchester, CT: Precision Shooting Inc.
- C2-107 (ISBN 0-9691359-5-5) Koterlitzov, N., & Ball, A. (2000). *The Shooting Cookbook: Shooting Drills for Precision Shooting, Sequence Shooting, Biathlon and Summer Biathlon*. Vancouver, BC: Able Software Inc.
- C2-116 Encyclopaedia Britannica (n.d.) Online. *Human Respiration (Physiology)*. Retrieved April 21, 2009, from <http://www.britannica.com/EBchecked/topic/499530/human-respiration>.
- C2-117 (ISBN 0-7710-8250-9) Merry, W. (1997). *The Official Wilderness First Aid Guide*. Toronto, ON: McClelland & Stewart Inc.
- C2-206 (ISBN 3-98-097461-8) Bühlmann, G., Reinkemeir, H., & Eckhart, M. (2005). *Ways of the Rifle*. (B. Murray, Trans.). Dortmund, Germany: MEC (original work published 2002).

8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for classroom/training area,
- b. Cadet air rifle,
- c. Cadet air rifle safety rod,
- d. Blinder,
- e. Rifle rest, and
- f. Target.

9. **Learning Aids**

- a. Cadet air rifle,
- b. Cadet air rifle safety rod,
- c. Blinder,
- d. Rifle rest, and
- e. Target.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 1](#) (S341 PC).

11. **Remarks.** The breathing exercise in TP 5 may be conducted with the cadet using a rifle rest to support the cadet air rifle if required.

EO S341.05 – APPLY NATURAL ALIGNMENT

1. **Performance.** Apply Natural Alignment.
2. **Conditions**
 - a. Given:
 - (1) Air rifle marksmanship equipment,
 - (2) Cadet air rifle,
 - (3) Cadet air rifle safety rod,
 - (4) Blinder,
 - (5) Target,
 - (6) Shooting mat,
 - (7) Natural alignment device (lollipop),
 - (8) Supervision, and
 - (9) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8.
3. **Standard.** The cadet shall apply natural alignment, to include:
 - a. adopting a comfortable prone position;
 - b. acquiring a sight picture;
 - c. closing both eyes for a second or two;
 - d. taking two deep breaths to relax the muscles;
 - e. opening both eyes to inspect the sight picture;
 - f. maintaining a comfortable position; and
 - g. adjusting the body position until the correct sight picture is achieved.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe natural alignment, to include: <ol style="list-style-type: none"> a. adopting a comfortable prone position; b. acquiring a sight picture; c. closing both eyes for a second or two; d. taking two deep breaths to relax the muscles; e. opening both eyes to inspect the sight picture; 	Interactive Lecture	5 min	A0-027 (p. 1-5-7)

TP	Description	Method	Time	Ref
	f. maintaining a comfortable position; and g. adjusting the body position until the correct sight picture is achieved.			
TP2	Explain the importance of natural alignment, to include: a. effects on the body, b. effects on the aiming process, and c. effects on the mean point of impact.	Interactive Lecture	10 min	C2-098 (pp. 66–67)
TP3	Have the cadets practice applying natural alignment.	Practical Activity	20 min	A0-027 (pp. 1-5-7 and 1-5-8)

5. Time

- | | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min |
| b. | Interactive Lecture: | 15 min |
| c. | Practical Activity: | 20 min |
| d. | Total: | 40 min |

6. Substantiation

- An interactive lecture was chosen for TPs 1 and 2 to give direction on the procedure for applying natural alignment.
- A practical activity was chosen for TP 3 as it is an interactive way to allow cadets to experience applying natural alignment. This activity contributes to the development of applying natural alignment skills and knowledge in a fun and challenging setting.

7. References

- A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- C2-098 Constantine, R. (1998). *Modern Highpower Competition: From Beginner to Master*. Manchester, CT: Precision Shooting Inc.

8. Training Aids

- Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for classroom/training area,
- Cadet air rifle,
- Cadet air rifle safety rod,
- Blinder,
- Target,
- Shooting mat, and
- Natural alignment device (lollipop).

9. **Learning Aids**

- a. Air rifle marksmanship equipment,
- b. Cadet air rifle,
- c. Cadet air rifle safety rod,
- d. Blinder,
- e. Target,
- f. Shooting mat, and
- g. Natural alignment device (lollipop).

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B, Appendix 1](#) (S341 PC).

11. **Remarks.** N/A.

EO S341.06 – APPLY TRIGGER CONTROL AND FOLLOW THROUGH

1. **Performance.** Apply Trigger Control And Follow-Through.
2. **Conditions**
 - a. Given:
 - (1) Air rifle marksmanship equipment,
 - (2) Cadet air rifle,
 - (3) Cadet air rifle safety rod,
 - (4) Blinder,
 - (5) Target,
 - (6) Shooting mat,
 - (7) Rifle rest,
 - (8) Supervision, and
 - (9) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8.
3. **Standard.** The cadet shall apply trigger control and follow-through by:
 - a. placing the trigger hand on the pistol grip of the cadet air rifle halfway between the tip of the finger and the first joint of the finger;
 - b. placing the trigger finger on the trigger;
 - c. following the marksmanship breathing cycle;
 - d. releasing the trigger under control; and
 - e. applying follow-through after the cadet air rifle is fired by:
 - (1) continuing to aim;
 - (2) maintaining a steady firing position; and
 - (3) waiting two seconds for the pellet to reach the target.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Demonstrate hand placement by positioning the hand of the trigger finger on the pistol grip of the cadet air rifle.	Demonstration	5 min	A0-027 (p. 1-5-9, p. 1-5-10)

TP	Description	Method	Time	Ref
TP2	<p>Explain and demonstrate trigger control techniques, to include:</p> <ul style="list-style-type: none"> a. placing the trigger finger on the trigger halfway between the tip of the finger and the first joint of the finger; b. ensuring the trigger finger never touches the stock; c. following the marksmanship breathing cycle; and d. releasing the trigger of the cadet air rifle under control by: <ul style="list-style-type: none"> (1) applying trigger pressure only when ready to fire; (2) applying pressure straight to the rear; (3) bending the second joint of the trigger finger; and (4) ensuring the pressure is constant and slow while holding the breath during the breathing cycle. 	Demonstration	5 min	A0-027 (p. 1-5-9, p. 1-5-10)
TP3	<p>Explain and demonstrate:</p> <ul style="list-style-type: none"> a. follow-through as: <ul style="list-style-type: none"> (1) continuing to aim; (2) maintaining a steady firing position; and (3) maintaining a sight picture two seconds after the pellet is fired; and b. the importance of applying follow-through, to include: <ul style="list-style-type: none"> (1) aiding in the development of a proper hold on the cadet air rifle; (2) maintaining stability; (3) ensuring there is no movement of the cadet air rifle as the shot is being fired; and (4) allowing the cadet to call the shot after it is fired. 	Demonstration	5 min	A0-027 (p. 1-5-10) C2-098 (p. 70)
TP4	Have the cadets practice applying trigger control and follow-through.	Practical Activity	20 min	C2-107 (p. 60, p. 61, pp. 140–143)

5. Time

- | | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min |
| b. | Demonstration: | 15 min |
| c. | Practical Activity: | 20 min |
| d. | Total: | 40 min |

6. Substantiation

- a. A demonstration was chosen for TPs 1–3 as it allows the instructor to explain and demonstrate trigger control and follow-through.
- b. A practical activity was chosen for TP 4 as it is an interactive way to allow the cadets to practice trigger control and follow-through techniques in a safe and controlled environment. This activity contributes to the development of marksmanship skills and knowledge in a fun and challenging setting.

7. References

- a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- b. C2-098 Constantine, R. (1998). *Modern Highpower Competition: From Beginner to Master*. Manchester, CT: Precision Shooting Inc.
- c. C2-107 (ISBN 0-9691359-5-5) Koterlitzov, N., & Ball, A. (2000). *The Shooting Cookbook: Shooting Drills for Precision Shooting, Sequence Shooting, Biathlon and Summer Biathlon*. Vancouver, BC: Able Software Inc.

8. Training Aids

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for classroom/training area,
- b. Cadet air rifle,
- c. Cadet air rifle safety rod,
- d. Blinder,
- e. Target,
- f. Shooting mat,
- g. Rifle rest, and
- h. Natural alignment device (lollipop).

9. Learning Aids

- a. Air rifle marksmanship equipment,
- b. Cadet air rifle,
- c. Cadet air rifle safety rod,
- d. Blinder,
- e. Target,

- f. Shooting mat,
 - g. Rifle rest, and
 - h. Natural alignment device (lollipop).
10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B, Appendix 1](#) (S341 PC).
11. **Remarks.** N/A

EO S341.07 – ADOPT THE STANDING POSITION

1. **Performance.** Adopt the Standing Position.
2. **Conditions**
 - a. Given:
 - (1) Air rifle marksmanship equipment,
 - (2) Cadet air rifle,
 - (3) Cadet air rifle safety rod,
 - (4) Blinder,
 - (5) Target,
 - (6) Rifle rest,
 - (7) Supervision, and
 - (8) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8.
3. **Standard.** The cadet shall:
 - a. adopt the standing position with the cadet air rifle by:
 - (1) laying the rifle down on a table;
 - (2) standing 90 degrees to the target;
 - (3) positioning the feet shoulder width apart;
 - (4) picking up the rifle;
 - (5) placing the butt plate of the rifle high in the shoulder pocket;
 - (6) positioning the left hand under the rifle stock;
 - (7) laying the right hand on the small of the butt;
 - (8) orienting the position towards the target;
 - (9) laying the rifle on the rest;
 - (10) adjusting the height of the rest; and
 - (11) adjusting the length of the butt using spacers; and
 - b. adjust the position as required.

4. Teaching Points

TP	Description	Method	Time	Ref
TP1	<p>Explain and demonstrate the standing position, to include:</p> <p>a. characteristics of the standing position, to include:</p> <ol style="list-style-type: none"> (1) turning to the right, approximately 90 degrees to the target; (2) standing with the feet shoulder width apart; (3) distributing the weight of the body and the rifle equally between the feet; (4) pointing the feet straight ahead in relation to the body or turning slightly outward for comfort; (5) standing straight but not locking the knees; (6) directing the hips 90 degrees to the target and without thrusting the hip forward; (7) establishing a proper centre of gravity between the body and the rifle by: <ol style="list-style-type: none"> (a) bending the back to the rear of the stance; (b) twisting the body back towards the target without moving the feet; (c) placing the rifle in the shoulder; (d) bending slightly backwards at the waist; (e) ensuring the legs remain straight; and (f) twisting the torso from the small of the back (without rotating the hips); (8) resting the left arm against the rib cage; (9) placing the left arm directly under the rifle without using the muscles to support the rifle or using the muscles to correct sight alignment; 	Demonstration	20 min	<p>A0-027 (pp. 1-6-2 to 1-6-5)</p> <p>C2-204 (pp. 15–23)</p>

TP	Description	Method	Time	Ref
	<p>(10) placing the left hand just forward of the trigger guard to support the rifle either by:</p> <ul style="list-style-type: none"> (a) using a clenched fist; (b) forming a “V” shape with the thumbs and fingers; (c) using the “split fingers” technique; or (d) using the heel of the hand while keeping the fingers relaxed; <p>(11) placing the right hand on the pistol grip without strain;</p> <p>(12) keeping the trigger finger off the stock to produce a straight back trigger pull;</p> <p>(13) keeping the head in an upright position with the eyes looking forward through the rear sight;</p> <p>(14) resting the head on the cheek of the butt stock of the cadet air rifle in a relaxed manner; and</p> <p>(15) maintaining a comfortable eye relief between 5–15 cm; and</p> <p>b. adopting the standing position by:</p> <ul style="list-style-type: none"> (1) laying the rifle down on a table; (2) standing 90 degrees to the target; (3) positioning the feet shoulder width apart; (4) picking up the rifle; (5) placing the butt plate of the rifle high in the shoulder pocket; (6) positioning the left hand under the rifle stock; (7) laying the right hand on the small of the butt; (8) orienting the position toward the target; (9) laying the rifle on the rest; (10) adjusting the height of the rest; and (11) adjusting the length of the butt using spacers. 			

TP	Description	Method	Time	Ref
	Note: When not using the rest, the same steps mentioned above should be followed.			
TP2	<p>Explain and demonstrate:</p> <p>a. how to adjust the aim, to include:</p> <ol style="list-style-type: none"> (1) selecting a front aperture 1-1/2 times bigger than the aiming mark; (2) moving the left hand rearward closer to the trigger guard to aim higher; (3) moving the left hand forward away from the trigger guard to lower the aim; (4) correcting for canting of the rifle through sight adjustment; (5) moving the feet in such a manner as to move the aim of the rifle to the left or right; (6) placing the head on the cheek of the rifle stock to create a comfortable position and to lessen the strain on the eyes; (7) adjusting the eye relief to produce a desirable sight picture; and (8) maintaining perfect sight alignment as much as possible; and <p>b. how to obtain natural alignment, to include:</p> <ol style="list-style-type: none"> (1) assuming a proper standing position; (2) looking through the sights and acquiring a proper sight picture; (3) closing the eyes, taking 3–4 normal breaths and relaxing into a comfortable position; (4) looking through the sights after becoming comfortable and perfectly centred with the target, and then proceeding with firing; (5) adjusting the position, if required, to become centred with the target, to include: <ol style="list-style-type: none"> (a) moving the left hand position rearward or widening the stance slightly to aim higher; (b) moving the left hand position forward or reducing the size of the stance to aim lower; and 	Demonstration	20 min	A0-027 (pp. 1-6-5 to 1-6-7) C2-204 (pp. 39–40, pp. 65–66)

TP	Description	Method	Time	Ref
	(c) moving the feet forward or backward in relation to the line of sight to aim to the left or right; (6) checking final alignment by closing the eyes; and (7) starting all over again if not perfectly aligned.			
TP3	Have the cadets practice adopting the standing position.	Practical Activity	30 min	A0-027 (pp. 1-6-1 to 1-6-12) C2-204 (pp. 127–140)

5. Time

- | | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 10 min |
| b. | Demonstration: | 40 min |
| c. | Practical Activity: | 30 min |
| d. | Total: | 80 min |

6. Substantiation

- A demonstration was chosen for TPs 1 and 2 as it allows the instructor to explain and demonstrate the characteristics of the standing position, adopting the standing position, adjusting the aim and checking natural alignment while providing an opportunity for the cadets to practice the skill under supervision.
- A practical activity was chosen for TP 3 as it is an interactive way to allow the cadets to experience adopting the standing position, adjusting the aim and practicing natural alignment in a safe and controlled environment.

7. References

- A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- C2-204 (ISBN 3-9809746-3-4) Reinkemeier, H., Bühlmann, G., Eckhardt, M., Kulla, C., & Linn, U. (1st Edition [English], April 2006) *Air Rifle Shooting*. MEC GmbH, High Tech Shooting Equipment: Dortmund, Germany.

8. Training Aids

- Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for classroom/training area,
- Cadet air rifle,
- Cadet air rifle safety rod,
- Blinder,

- e. Target, and
- f. Rifle rest.

9. **Learning Aids**

- a. Air rifle marksmanship equipment
- b. Cadet air rifle,
- c. Cadet air rifle safety rod,
- d. Blinder,
- e. Target, and
- f. Rifle rest.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 1](#) (S341 PC).

11. **Remarks.** The application of this skill occurs during the lessons related to EO S342.02 (Lead a Classification Air Rifle Marksmanship Activity, Section 5), EO S342.03 (Lead a Competitive Air Rifle Marksmanship Activity, Section 5), EO S342.05 (Lead a Fun Air Rifle Marksmanship Activity, Section 5) and EO S342.06 (Lead a Timed Air Rifle Marksmanship Activity, Section 5).

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SECTION 5
PO S342 – LEAD AIR RIFLE MARKSMANSHIP ACTIVITIES

1. **Performance.** Lead Air Rifle Marksmanship Activities.
2. **Conditions**
 - a. Given:
 - (1) Air rifle marksmanship leadership assignment,
 - (2) Air rifle marksmanship activity instructions,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8.
3. **Standard.** The cadet will lead air rifle marksmanship activities by:
 - a. reviewing applicable activity instructions;
 - b. developing a written plan for the activity;
 - c. supervising assigned range assistants setting up the air rifle range;
 - d. introducing and explaining the activity;
 - e. supervising assigned coaches and participants during the activity;
 - f. solving problems as required;
 - g. conducting a debriefing on the activity;
 - h. supervising assigned range assistants dismantling the air rifle range; and
 - i. reporting to the Range Safety Officer (RSO) at the end of the air rifle marksmanship activity.
4. **Remarks.** N/A.

EO S342.01 – PREPARE TO LEAD AIR RIFLE MARKSMANSHIP ACTIVITIES

1. **Performance.** Prepare to Lead Air Rifle Marksmanship Activities.
2. **Conditions**
 - a. Given:
 - (1) Air rifle marksmanship leadership assignment,
 - (2) Air rifle marksmanship activity instructions,
 - (3) Nominal roll of activity participants,
 - (4) Marksmanship relay example sheet,
 - (5) Supervision, and
 - (6) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall prepare to lead air rifle marksmanship activities by:
 - a. reviewing applicable activity instructions;
 - b. organizing the cadets into relays; and
 - c. developing a written plan for the activity.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct an activity where the cadet will become familiar with the enabling objectives, lesson specifications and instructional guides for Air Rifle Marksmanship Activities.	In-Class Activity	15 min	
TP2	Review the lesson plan format for leading an air rifle marksmanship activity, to include: <ol style="list-style-type: none"> a. introduction, b. body, c. end of lesson confirmation, and d. conclusion. 	Interactive Lecture	10 min	
TP3	Describe the factors to consider when organizing marksmanship relays.	Interactive Lecture	10 min	
TP4	Conduct an activity where the cadets become familiar with S342 PC (Lead an Air Rifle Marksmanship Activity, Chapter 3, Annex B , Appendix 2).	In-Class Activity	5 min	

TP	Description	Method	Time	Ref
TP5	Have the cadets develop a written plan for the assigned air rifle marksmanship activity.	In-Class Activity	30 min	

5. **Time**

- | | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 10 min |
| b. | In-Class Activity: | 50 min |
| c. | Interactive Lecture: | 20 min |
| d. | Total: | 80 min |

6. **Substantiation**

- An in-class activity was chosen for TPs 1, 4 and 5 as it is an interactive way to provoke thought and stimulate interest among cadets about preparing to lead air rifle marksmanship activities.
- An interactive lecture was chosen for TPs 2 and 3 to orient the cadets and generate interest in the lesson plan format for an air rifle marksmanship activity and the organization of marksmanship relays.

7. **References.** N/A.

8. **Training Aids**

- Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- Air rifle marksmanship leadership assignment,
- Air rifle marksmanship activity instructions,
- Nominal roll of activity participants, and
- Marksmanship relay example sheet.

9. **Learning Aids**

- Air rifle marksmanship leadership assignment,
- Air rifle marksmanship activity instructions,
- Nominal roll of activity participants, and
- Marksmanship relay example sheet.

10. **Test Details.** N/A.

11. **Remarks.** Schedule all Air Rifle Marksmanship Instructor course cadets for their leadership assignment for EOs S342.02 (Lead a Classification Air Rifle Marksmanship Activity), S342.03 (Lead a Competitive Air Rifle Marksmanship Activity), S342.04 (Lead a Standing Position Familiarization Air Rifle Marksmanship Activity), S342.05 (Lead a Fun Air Rifle Marksmanship Activity), and S342.06 (Lead a Timed Air Rifle Marksmanship Activity) prior to this lesson. This will ensure that cadets can prepare accordingly.

EO S342.02 – LEAD A CLASSIFICATION AIR RIFLE MARKSMANSHIP ACTIVITY

1. **Performance.** Lead a Classification Air Rifle Marksmanship Activity.
2. **Conditions**
 - a. Given:
 - (1) Air rifle marksmanship equipment,
 - (2) Cadet air rifle,
 - (3) Cadet air rifle safety rod,
 - (4) Air rifle pellets,
 - (5) CCT2000GRTD (air rifle grouping target),
 - (6) Air rifle grouping template,
 - (7) Target frame,
 - (8) Stop watch,
 - (9) Classification air rifle marksmanship activity sheet,
 - (10) Lead an air rifle marksmanship activity sheet, and
 - (11) Supervision.
 - b. Denied:
 - (1) Coaching,
 - (2) Spotting scope,
 - (3) Five-pellet loading clip,
 - (4) Cadet air rifle support, and
 - (5) Sights other than those issued with the cadet air rifle.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8.
3. **Standard.** The cadet shall lead a classification air rifle marksmanship activity by:
 - a. reviewing applicable activity instructions;
 - b. developing a written plan for the activity;
 - c. supervising assigned range assistants setting up the air rifle range (if required);
 - d. introducing and explaining the activity;
 - e. supervising participants during the activity;
 - f. solving problems as required;
 - g. conducting a debriefing on the activity;

- h. supervising assigned range assistants dismantling the air rifle range (if required); and
- i. reporting to the Range Safety Officer (RSO) at the end of the marksmanship activity.

4. **Teaching Points.** Have the cadets lead a classification air rifle marksmanship activity.

5. **Time**

- | | |
|-----------------------------|---------|
| a. Introduction/Conclusion: | 10 min |
| b. Practical Activity: | 70 min |
| c. Subtotal: | 80 min |
| d. Total (12 occurrences): | 960 min |

6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to lead a classification air rifle marksmanship activity in a safe and controlled environment. This activity contributes to the development of leadership and air rifle marksmanship skills and knowledge in a fun and challenging setting.

7. **References.** N/A.

8. **Training Aids.** N/A.

9. **Learning Aids**

- a. Air rifle marksmanship equipment,
- b. Cadet air rifle,
- c. Cadet air rifle safety rod,
- d. Air rifle pellets,
- e. CCT2000GRTD (air rifle grouping target),
- f. Air rifle grouping template,
- g. Target frame,
- h. Classification Air Rifle Marksmanship Activity sheet, and
- i. Lead an air rifle marksmanship activity sheet.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 2](#) (S342 PC).

11. **Remarks**

- a. This activity will be conducted 12 times over the course in two-period blocks, giving the cadet opportunities to improve their marksmanship skills and refine their knowledge of conducting air rifle marksmanship activities. It is suggested that the first occurrence be lead by an instructor to model the expected leadership skills.
- b. The cadet's best score from any classification air rifle marksmanship activity shall be used to give the cadet their classification and badge.
- c. The IG for this lesson will be developed so that it can be used by both the instructors and the course cadets to lead an air rifle marksmanship activity.

EO S342.03 – LEAD A COMPETITIVE AIR RIFLE MARKSMANSHIP ACTIVITY

1. **Performance.** Lead a Competitive Air Rifle Marksmanship Activity.
2. **Conditions**
 - a. Given:
 - (1) Air rifle marksmanship equipment,
 - (2) Cadet air rifle,
 - (3) Cadet air rifle safety rod,
 - (4) Air rifle pellets,
 - (5) CCT2001AR853 competition target,
 - (6) Target frame,
 - (7) Stopwatch,
 - (8) Competitive Air Rifle Marksmanship Activity sheet,
 - (9) Lead an Air Rifle Marksmanship Activity sheet,
 - (10) Supervision, and
 - (11) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8.
3. **Standard.** The cadet shall lead a competitive air rifle marksmanship activity by:
 - a. reviewing applicable activity instructions;
 - b. developing a written plan for the activity;
 - c. supervising assigned range assistants setting up the air rifle range;
 - d. introducing and explaining the activity;
 - e. supervising assigned coaches and participants during the activity;
 - f. solving problems as required;
 - g. conducting a debriefing on the activity;
 - h. supervising assigned range assistants dismantling the air rifle range; and
 - i. reporting to the Range Safety Officer (RSO) at the end of the air rifle marksmanship activity.
4. **Teaching Points.** Have a cadet lead a competitive air rifle marksmanship activity.

5. **Time**

- | | | |
|----|--------------------------|---------|
| a. | Introduction/Conclusion: | 10 min |
| b. | Practical Activity: | 70 min |
| c. | Subtotal: | 80 min |
| d. | Total (12 occurrences): | 960 min |

6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to lead a competitive air rifle marksmanship activity in a safe and controlled environment. This activity contributes to the development of leadership and air rifle marksmanship skills and knowledge in a fun and challenging setting.

7. **References.** N/A.

8. **Training Aids.** N/A.

9. **Learning Aids**

- a. Air rifle marksmanship equipment,
- b. Cadet air rifle,
- c. Cadet air rifle safety rod,
- d. Air rifle pellets,
- e. CCT2001AR853 (competition target),
- f. Target frame,
- g. Competitive Air Rifle Marksmanship Activity sheet, and
- h. Lead an Air Rifle Marksmanship Activity sheet.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 2](#) (S342 PC).

11. **Remarks**

- a. This activity will be conducted 12 times over the course in two-period blocks, giving the cadet opportunities to improve their marksmanship skills and refine their knowledge of conducting air rifle marksmanship activities. It is suggested that the first occurrence be lead by an instructor to model the expected leadership skills.
- b. The final competitive air rifle marksmanship activity shall be used to give the cadet and opportunity to experience a Stage 2: Zone level competition against their peers.
- c. The IG for this lesson will be developed so that it can be used by both the instructors and the course cadets to lead an air rifle marksmanship activity.

EO S342.04 – LEAD A STANDING POSITION FAMILIARIZATION AIR RIFLE MARKSMANSHIP ACTIVITY

1. **Performance.** Lead a Standing Position Familiarization Air Rifle Marksmanship Activity.
2. **Conditions**
 - a. Given:
 - (1) Air rifle marksmanship equipment,
 - (2) Cadet air rifle,
 - (3) Cadet air rifle safety rod,
 - (4) Air rifle pellets,
 - (5) CCT2000GRTD (air rifle grouping target),
 - (6) Target frame,
 - (7) Stopwatch,
 - (8) Standing Position Familiarization Air Rifle Marksmanship Activity sheet,
 - (9) Lead an Air Rifle Marksmanship Activity sheet,
 - (10) Supervision, and
 - (11) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8.
3. **Standard.** The cadet shall lead a standing position familiarization air rifle marksmanship activity by:
 - a. reviewing applicable activity instructions;
 - b. developing a written plan for the activity;
 - c. supervising assigned range assistants setting up the air rifle range;
 - d. introducing and explaining the activity;
 - e. supervising assigned coaches and participants during the activity;
 - f. solving problems as required;
 - g. conducting a debriefing on the activity;
 - h. supervising assigned range assistants dismantling the air rifle range; and
 - i. reporting to the Range Safety Officer (RSO) at the end of the air rifle marksmanship activity.
4. **Teaching Points.** Have the cadets lead a standing position familiarization air rifle marksmanship activity.

5. **Time**

- | | | |
|----|--------------------------|---------|
| a. | Introduction/Conclusion: | 10 min |
| b. | Practical Activity: | 150 min |
| c. | Total: | 160 min |

6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to lead a standing position familiarization air rifle marksmanship activity in a safe and controlled environment. This activity contributes to the development of air rifle marksmanship skills and knowledge in a fun and challenging setting.

7. **References.** N/A.

8. **Training Aids.** N/A.

9. **Learning Aids**

- a. Air rifle marksmanship equipment,
- b. Cadet air rifle,
- c. Cadet air rifle safety rod,
- d. Air rifle pellets,
- e. CCT2000GRTD (air rifle grouping target),
- f. Target frame,
- g. Standing Position Familiarization Air Rifle Marksmanship Activity sheet,
- h. Lead an Air Rifle Marksmanship Activity sheet.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 2](#) (S342 PC).

11. **Remarks.** N/A.

- a. This activity will be conducted two times over the course in two-period blocks, giving the cadet opportunities to improve their marksmanship skills and refine their knowledge of conducting air rifle marksmanship activities.
- b. The final standing position familiarization air rifle marksmanship activity could be fired on the CT2001AR853 (air rifle competition target) to show the cadets the difference in score compared to firing in the prone position.
- c. This IG has been developed so that it can be used by both the instructors and the course cadets to lead an air rifle marksmanship activity.

EO S342.05 – LEAD A FUN AIR RIFLE MARKSMANSHIP ACTIVITY

1. **Performance.** Lead a Fun Air Rifle Marksmanship Activity.
2. **Conditions**
 - a. Given:
 - (1) Air rifle marksmanship equipment,
 - (2) Cadet air rifle,
 - (3) Cadet air rifle safety rod,
 - (4) Air rifle pellets,
 - (5) Targets,
 - (6) Target frame,
 - (7) Stopwatch,
 - (8) Fun Air Rifle Marksmanship Activity sheet,
 - (9) Lead an Air Rifle Marksmanship Activity sheet,
 - (10) Supervision, and
 - (11) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8.
3. **Standard.** The cadet shall lead a fun air rifle marksmanship activity by:
 - a. reviewing applicable activity instructions;
 - b. developing a written plan for the activity;
 - c. supervising assigned range assistants setting up the air rifle range;
 - d. introducing and explaining the activity;
 - e. explaining the coach's role in the activity;
 - f. supervising assigned coaches and participants during the activity;
 - g. solving problems as required;
 - h. conducting a debriefing on the activity;
 - i. supervising assigned range assistants dismantling the air rifle range; and
 - j. reporting to the Range Safety Officer (RSO) at the end of the marksmanship activity.
4. **Teaching Points.** Have a cadet lead a fun air rifle marksmanship activity.

5. **Time**

- | | | |
|----|----------------------------|---------|
| a. | Introduction/Conclusion: | 10 min |
| b. | Practical Activity: | 70 min |
| c. | Subtotal: | 80 min |
| d. | Total (eight occurrences): | 640 min |

6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to lead a fun air rifle marksmanship activity in a safe and controlled environment. This activity contributes to the development of leadership and air rifle marksmanship skills and knowledge in a fun and challenging setting.

7. **References.** N/A.

8. **Training Aids.** N/A.

9. **Learning Aids**

- a. Air rifle marksmanship equipment,
- b. Cadet air rifle,
- c. Cadet air rifle safety rod,
- d. Air rifle pellets,
- e. Fun Air Rifle Marksmanship Activity sheet,
- f. Lead an Air Rifle Marksmanship Activity sheet,
- g. Targets, and
- h. Target frame.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 2](#) (S342 PC).

11. **Remarks**

- a. This activity will be conducted eight times over the course in two-period blocks, giving the cadet opportunities to improve their marksmanship skills and refine their knowledge of conducting air rifle marksmanship activities. It is suggested that the first occurrence be lead by an instructor to model the expected leadership skills.
- b. The IG for this lesson will be developed so that it can be used by both the instructors and the course cadets to lead the air rifle marksmanship activity.

EO S342.06 – LEAD A TIMED AIR RIFLE MARKSMANSHIP ACTIVITY

1. **Performance.** Lead a Timed Air Rifle Marksmanship Activity.
2. **Conditions**
 - a. Given:
 - (1) Air rifle marksmanship equipment,
 - (2) Cadet air rifle,
 - (3) Cadet air rifle safety rod,
 - (4) Air rifle pellets,
 - (5) Targets,
 - (6) Target frame,
 - (7) Supervision, and
 - (8) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8.
3. **Standard.** The cadet shall lead a timed air rifle marksmanship activity by:
 - a. reviewing applicable activity instructions;
 - b. developing a written plan for the activity;
 - c. supervising assigned range assistants setting up the air rifle range;
 - d. introducing and explaining the activity;
 - e. supervising assigned coaches and participants during the activity;
 - f. solving problems as required;
 - g. conducting a debriefing on the activity;
 - h. supervising assigned range assistants dismantling the air rifle range; and
 - i. reporting to the Range Safety Officer (RSO) at the end of the marksmanship activity.
4. **Teaching Points.** Have a cadet lead a timed air rifle marksmanship activity while the remaining cadets either perform as a range assistant, peer coach or a firer.
5. **Time**
 - a. Introduction/Conclusion: 10 min
 - b. Practical Activity: 70 min
 - c. Subtotal: 80 min
 - d. Total (eight occurrences): 640 min
6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to lead a timed air rifle marksmanship activity in a safe and controlled environment. This activity

contributes to the development of leadership and air rifle marksmanship skills and knowledge in a fun and challenging setting.

7. **References.** N/A.

8. **Training Aids.** N/A.

9. **Learning Aids**

- a. Air rifle marksmanship equipment,
- b. Cadet air rifle,
- c. Cadet air rifle safety rod,
- d. Air rifle pellets,
- e. Targets, and
- f. Target frame.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 2](#) (S342 PC).

11. **Remarks**

- a. This activity will be conducted eight times over the course in two-period blocks, giving the cadet experience in the conduct of this activity and an opportunity to improve their marksmanship skills and knowledge. It is suggested that the first occurrence be lead by an instructor to model the expected leadership skills.
- b. The IG for this lesson will be developed so that it can be used by both the instructors and the course cadets to lead the air rifle marksmanship activity.

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SECTION 6**PO S343 – ASSIST THE RANGE SAFETY OFFICER (RSO)**

1. **Performance.** Assist the Range Safety Officer (RSO).
2. **Conditions**
 - a. Given:
 - (1) Air rifle marksmanship equipment,
 - (2) Air rifle marksmanship leadership assignment,
 - (3) Air rifle marksmanship activity instructions,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8.
3. **Standard.** The cadet will assist the RSO, to include:
 - a. setting up and dismantling an air rifle range;
 - b. inspecting air rifle marksmanship equipment;
 - c. maintaining air rifle marksmanship equipment;
 - d. distributing air rifle marksmanship equipment;
 - e. enforcing range safety; and
 - f. scoring targets.
4. **Remarks.** These tasks will be supervised by a team leader in conjunction with PO S342 (Lead Air Rifle Marksmanship Activities, [Section 5](#)).

EO S343.01 – SET UP AND DISMANTLE AN AIR RIFLE RANGE

1. **Performance.** Set Up and Dismantle an Air Rifle Range.
2. **Conditions**
 - a. Given:
 - (1) Air rifle range equipment, to include:
 - (a) safety glasses/goggles,
 - (b) target frame,
 - (c) target,
 - (d) shooting mat,
 - (e) spotting scope,
 - (f) air rifle pellets,
 - (g) folding table,
 - (h) first aid kit and stretcher,
 - (i) handwashing facility, and
 - (j) warning signals (red and green);
 - (2) Cadet air rifle,
 - (3) Cadet air rifle safety rod,
 - (4) Cadet air rifle usage log,
 - (5) Supervision, and
 - (6) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8.
3. **Standard.** The cadet shall set up and dismantle an air rifle range by:
 - a. identifying air rifle range equipment;
 - b. inspecting the cadet air rifle;
 - c. setting up air rifle range equipment IAW the air rifle range layout template; and
 - d. dismantling the air rifle range.

4. Teaching Points

TP	Description	Method	Time	Ref
TP1	Identify equipment required for an air rifle range activity, to include: <ol style="list-style-type: none"> cadet air rifle, cadet air rifle safety rod, safety glasses/goggles, target frame, target, shooting mat, spotting scope, air rifle pellets, folding table, first aid kit and stretcher, handwashing facility, and warning signals (red and green). 	Interactive Lecture	15 min	A0-027 (pp. 1-8-1 to 1-8-3, pp. 4-4-14 to 4-4-16)
TP2	Explain and demonstrate how to inspect the cadet air rifle, to include: <ol style="list-style-type: none"> ensuring the sights are properly attached; ensuring there are no loose screws in the stock; cleaning the barrel; and testing the function of the safety and action. 	Demonstration	5 min	A0-027 (p. 1-11-1)
TP3	Discuss types of air rifle ranges, to include: <ol style="list-style-type: none"> existing indoor, temporary indoor, existing outdoor, and temporary outdoor. 	Group Discussion	10 min	A0-027 (p. 1-8-2, p. 1-8-3)
TP4	Explain and demonstrate how to set up an air rifle range, to include: <ol style="list-style-type: none"> posting warning signals; setting up equipment at the backstop; indicating firing lanes; placing equipment at the firing point; placing equipment behind the firing point; and placing the cadet air rifle at the firing point. 	Demonstration	15 min	A0-027 (pp. 4-4-14 to 4-4-16)

TP	Description	Method	Time	Ref
TP5	Describe the duties of a pellet controller, to include: a. maintaining possession of the pellets at all times; b. distributing pellets; c. disposing of pellets IAW local policy; d. recording the number of pellets used during the activity; and e. recording the number of pellets used for each rifle.	Interactive Lecture	10 min	
TP6	Explain and demonstrate the procedure for dismantling an air rifle range, to include: a. storing the cadet air rifle; b. storing the equipment behind the firing point; c. storing the equipment at the firing point; d. cleaning the backstop area; e. cleaning the firing lanes; and f. removing the warning signals.	Demonstration	15 min	A0-041 (pp. E1-1/8 to E1-8/8)

5. Time

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	25 min
c.	Demonstration:	35 min
d.	Group Discussion:	10 min
e.	Total:	80 min

6. Substantiation

- An interactive lecture was chosen for TPs 1 and 5 to orient the cadets to equipment used during air rifle marksmanship activities and the duties of a pellet controller.
- A demonstration was chosen for TPs 2, 4 and 6 as it allows the instructor to explain and demonstrate inspecting the cadet air rifle, setting up an air rifle range and dismantling an air rifle range in a safe and controlled environment.
- A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, opinions, and feelings about different types of air rifle ranges.

7. References

- A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- A0-041 CATO 14-41 Director Cadets 4. (2009). *Authorized Rifle Training*. Ottawa, ON: Department of National Defence.

8. Training Aids

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for classroom/training area,
- b. Air rifle range equipment,
- c. Cadet air rifle,
- d. Cadet air rifle safety rod,
- e. Air rifle range layout handout, and
- f. Cadet air rifle usage log.

9. Learning Aids

- a. Air rifle range equipment,
- b. Cadet air rifle,
- c. Cadet air rifle safety rod,
- d. Air rifle range layout handout, and
- e. Cadet air rifle usage log.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 3](#) (S343 PC).

11. Remarks

- a. The application of this skill occurs during the lessons related to EO S342.02 (Lead a Classification Air Rifle Marksmanship Activity, Section 5), EO S342.03 (Lead Competitive Air Rifle Marksmanship Activity, Section 5), EO S342.04 (Lead a Standing Position Familiarization Air Rifle Marksmanship Activity, Section 5), EO S342.05 (Lead a Fun Air Rifle Marksmanship Activity, Section 5) and EO S342.06 (Lead a Timed Air Rifle Marksmanship Activity, Section 5).
- b. There is no policy to stipulate that a Cadet Air Rifle Usage Log must be kept. The Cadet Air Rifle Usage Log has been created to enhance the leadership task of acting as a pellet controller as it provides the cadet with additional responsibility in the performance of their duties.
- c. If facilities permit, cadets should be given the opportunity to observe and participate in the set-up of different types of air rifle ranges.

EO S343.02 – ENFORCE SAFETY ON AN AIR RIFLE RANGE

1. **Performance.** Enforce Safety on an Air Rifle Range.
2. **Conditions**
 - a. Given:
 - (1) Cadet Air Rifle Handling Test,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8.
3. **Standard.** The cadet shall enforce safety on an air rifle range by:
 - a. ensuring cadets adhere to range safety regulations;
 - b. ensuring cadets follow commands given on the range;
 - c. performing the duties of a range sentry, to include:
 - (1) restricting access to the range during firing;
 - (2) controlling range warning signals; and
 - (3) notifying the Range Safety Officer (RSO) of safety concerns outside the range area; and
 - d. assisting with the administration of the Cadet Air Rifle Handling Test.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss the content of a range safety briefing, to include: <ol style="list-style-type: none"> a. welcome/introduction, b. overview of the range layout, c. general safety rules, d. activity and course of fire, e. equipment, f. safety precautions, g. range commands, h. cease fire command, i. immediate actions and stoppages, j. personal hygiene, k. first aid and emergencies, l. assignment of relays, m. concurrent activities, 	Group Discussion	20 min	

TP	Description	Method	Time	Ref
	n. additional items, and o. questions.			
TP2	Discuss range commands, to include: a. standard range commands, b. competition range commands, c. summer biathlon range commands, and d. supervision of cadets responding to range commands.	Group Discussion	15 min	A0-048 (pp. 1-8-3 to 1-8-4, p. 4-4-20)
TP3	Describe the duties of a range sentry, to include: a. restricting access to the range during firing; b. controlling range warning signals; and c. notifying the RSO of safety concerns inside/outside the range area.	Interactive Lecture	5 min	
TP4	Have the cadets assist with the administration of the Cadet Air Rifle Handling Test.	Practical Activity	30 min	

5. Time

a.	Introduction/Conclusion:	10 min
b.	Group Discussion:	35 min
c.	Interactive Lecture:	5 min
d.	Practical Activity:	30 min
e.	Total:	80 min

6. Substantiation

- A group discussion was chosen for TPs 1 and 2 as it allows the cadets to interact with their peers and share their knowledge, opinions, and feelings about safety briefings and range commands.
- An interactive lecture was chosen for TP 3 to introduce the cadets to the duties of a range sentry and give an overview.
- A practical activity was chosen for TP 4 as it is an interactive way to allow the cadets to assist with the administration of the Cadet Air Rifle Handling Test. This activity contributes to the development of instructional skills, and reinforces the air rifle marksmanship skills required to pass the test.

7. References. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.

8. Training Aids

- Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for classroom/training area,
- Range Safety Briefing handout,
- Range Commands handout,

- d. Duties of a Range Sentry handout,
- e. Cadet air rifle,
- f. Cadet air rifle safety rod,
- g. Safety glasses/goggles,
- h. Shooting mat,
- i. Clipboard,
- j. Pen/pencil, and
- k. Cadet Air Rifle Handling Test.

9. **Learning Aids**

- a. Range safety briefing handout,
- b. Range commands handout,
- c. Duties of a range sentry handout,
- d. Cadet air rifle,
- e. Cadet air rifle safety rod,
- f. Safety glasses/goggles,
- g. Shooting mat,
- h. Clipboard,
- i. Pen/pencil, and
- j. Cadet Air Rifle Handling Test.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 3](#) (S343 PC).

11. **Remarks.** The application of this skill occurs during the lessons related to EO S342.02 (Lead a Classification Air Rifle Marksmanship Activity, Section 5), EO S342.03 (Lead a Competitive Air Rifle Marksmanship Activity, Section 5), EO S342.04 (Lead a Standing Position Familiarization Air Rifle Marksmanship Activity, Section 5), EO S342.05 (Lead a Fun Air Rifle Marksmanship Activity, Section 5) and EO S342.06 (Lead a Timed Air Rifle Marksmanship Activity, Section 5).

EO S343.03 – SCORE AIR RIFLE MARKSMANSHIP TARGETS

1. **Performance.** Score Air Rifle Marksmanship Targets.
2. **Conditions**
 - a. Given:
 - (1) Pre-shot targets,
 - (2) Air rifle Grouping Template,
 - (3) .177-/ .22-scoring magnifier,
 - (4) Scoring plug,
 - (5) Scoring Template,
 - (6) Supervision, and
 - (7) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall score air rifle marksmanship targets, to include:
 - a. the CCM Air Rifle Grouping Target, and
 - b. the CCM Competition Target.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe air rifle marksmanship targets, to include: <ol style="list-style-type: none"> a. the CCM Air Rifle Grouping Target, b. the CCM Competition Target, and c. non-standard targets. 	Interactive Lecture	5 min	A0-027 (p. 1-9-1)
TP2	Explain, demonstrate and have the cadets score the CCM Air Rifle Grouping Target by: <ol style="list-style-type: none"> a. determining there are five shots in the grouping; b. aligning the Air Rifle Grouping Template over the five-shot grouping so that all shots are within a scoring ring; c. determining if the grouping will fit within the next smallest ring without touching the scoring ring; d. repeating as required until the grouping will not fit within the next smallest scoring ring without touching the scoring ring; 	Demonstration and Performance	15 min	A0-027 (pp. 1-9-1 and 1-9-2) A0-148 (pp. A-2/5 and A-3/5)

TP	Description	Method	Time	Ref
	e. recording the grouping size on the target; f. repeating for the second grouping; and g. determining the classification category.			
TP3	Explain, demonstrate and have the cadets score the CCM Competition Target by: a. determining the score on each diagram by: <ol style="list-style-type: none"> (1) inspecting with the naked eye which scoring ring has been broken to determine the value; (2) determining the value using the .177-/.22- scoring magnifier by: <ol style="list-style-type: none"> (a) aligning the scoring magnifier over the pellet hole; (b) awarding the higher value where a shot touches a scoring ring or breaks a scoring ring; and (c) awarding the lower value where a gap exists between the shot and a scoring ring; (3) using the scoring plug by: <ol style="list-style-type: none"> (a) placing the target on a supported surface; (b) illuminating the target; (c) inserting the plug in the pellet hole; (d) observing the target from a slight angle; and (e) determining the value; and (4) using the Scoring Template by: <ol style="list-style-type: none"> (a) aligning the scoring template over the diagram to reconstruct scoring rings that have been torn off the target; and (b) using the scoring magnifier to determine the shot value; b. calculating any penalties; and c. recording the score on the target.	Demonstration and Performance	20 min	A0-027 (pp. 1-9-2 to 1-9-4)
TP4	Conduct an activity where the cadets will score targets.	Practical Activity	30 min	

5. Time

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	5 min
c.	Demonstration and Performance:	35 min
d.	Practical Activity:	30 min
e.	Total:	80 min

6. Substantiation

- a. An interactive lecture was chosen for TP 1 to orient the cadets to the targets used during air rifle marksmanship activities and to generate interest.
- b. A demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to explain and demonstrate scoring grouping and competition targets while providing an opportunity for the cadets to practice under supervision.
- c. A practical activity was chosen for TP 4 as it is an interactive way to allow the cadets to score air rifle marksmanship targets.

7. References

- a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- b. A0-148 CATO 14-43 Director Cadets 4. (2009). *Marksmanship Program*. Ottawa, ON: Department of National Defence.

8. Training Aids

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for classroom/training area,
- b. Pre-shot targets,
- c. Sample Grouping Target Handout,
- d. Sample Competition Target Handout,
- e. Air rifle grouping template,
- f. .177-/ .22-scoring magnifier,
- g. Scoring plug, and
- h. Scoring Template.

9. Learning Aids

- a. Pre-shot targets,
- b. Sample Grouping Target Handout,
- c. Sample Competition Target Handout,
- d. Air rifle grouping template,
- e. .177-/ .22-scoring magnifier,

- f. Scoring plug,
 - g. Scoring Template, and
 - h. Pencil.
10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B, Appendix 3](#) (S343 PC).
11. **Remarks.** The application of this skill occurs during the lessons related to EO S342.02 (Lead a Classification Air Rifle Marksmanship Activity, Section 5), EO S342.03 (Lead a Competitive Air Rifle Marksmanship Activity, Section 5), EO S342.04 (Lead a Standing Position Familiarization Air Rifle Marksmanship Activity, Section 5), EO S342.05 (Lead a Fun Air Rifle Marksmanship Activity, Section 5) and EO S342.06 (Lead a Timed Air Rifle Marksmanship Activity, Section 5).

EO S343.04 – DESCRIBE THE MECHANICAL OPERATION OF THE CADET AIR RIFLE

1. **Performance.** Describe the Mechanical Operation of the Cadet Air Rifle.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall describe the mechanical operation of the cadet air rifle, to include:
 - a. the operating principles of a single-pump pneumatic rifle;
 - b. assemblies of the cadet air rifle; and
 - c. common malfunctions and mechanical failures of the cadet air rifle.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the operating principles of a single-pump pneumatic rifle, to include: <ol style="list-style-type: none"> a. generation of air pressure; b. operation of the valve; c. sealing of the chamber; d. operation of the trigger; e. release of air and reseal of the valve; and f. expulsion of the pellet. 	Interactive Lecture	5 min	C0-429
TP2	Describe the assemblies of the cadet air rifle, to include: <ol style="list-style-type: none"> a. stock assembly, to include: <ol style="list-style-type: none"> (1) stock, (2) stock screws, (3) stock nuts, (4) stock spacer, (5) sear screw, (6) stock blox nut, (7) left and right inletting fillers, (8) barrel band, (9) barrel spacer, (10) butt spacer, 	Interactive Lecture	25 min	A0-027 A0-147 C0-085

TP	Description	Method	Time	Ref
	<p>(11) butt plate, and</p> <p>(12) butt plate screws;</p> <p>b. receiver assembly, to include:</p> <p>(1) receiver housing,</p> <p>(2) valve body screws,</p> <p>(3) single-pellet adaptor,</p> <p>(4) five-pellet clip,</p> <p>(5) rear sight,</p> <p>(6) bolt handle,</p> <p>(7) bolt spring, and</p> <p>(8) bolt;</p> <p>c. pump assembly, to include:</p> <p>(1) frame,</p> <p>(2) lever axis pin,</p> <p>(3) pump tube, and</p> <p>(4) pump lever, to include:</p> <p>(a) plunger,</p> <p>(b) sling bracket,</p> <p>(c) sling bracket adjustment screw,</p> <p>(d) pump wiper, and</p> <p>(e) pump o-ring;</p> <p>d. barrelled action assembly, to include:</p> <p>(1) barrel weight, to include:</p> <p>(a) barrel weight set screws, and</p> <p>(b) front sight inserts;</p> <p>(2) barrel; and</p> <p>(3) valve body, to include:</p> <p>(a) valve o-ring,</p> <p>(b) valve retainer,</p> <p>(c) valve spring, and</p> <p>(d) valve; and</p> <p>e. trigger assembly, to include:</p> <p>(1) trigger housing screw,</p> <p>(2) trigger housing,</p> <p>(3) hammer,</p> <p>(4) hammer spring,</p> <p>(5) trigger lock,</p>			

TP	Description	Method	Time	Ref
	(6) sear, (7) sear spring, (8) trigger, (9) trigger spring, (10) latch, (11) latch spring, (12) safety mechanism, to include: (a) safety, (b) safety ball, and (c) safety spring; (13) clip actuator, (14) clip actuator bar, and (15) clip actuator spring.			
TP3	Describe: a. common malfunctions of the cadet air rifle, to include: (1) improperly maintained pump wiper, (2) obstructed barrel, (3) jammed chamber, and (4) seized bolt; and b. common mechanical failures of the cadet air rifle, to include: (1) worn pump o-ring, (2) worn pump wiper, (3) worn valve o-ring, (4) broken valve, (5) broken clip actuator, and (6) broken clip actuator bar.	Interactive Lecture	5 min	A0-027

5. **Time**

- | | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min |
| b. | Interactive Lecture: | 35 min |
| c. | Total: | 40 min |

6. **Substantiation.** An interactive lecture was chosen for this lesson to introduce the cadets to the mechanical operation of the cadet air rifle and to generate interest.

7. **References**

- a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.

- b. A0-147 C-71-349-000/DM-001 Director Soldier System Program Management 5. (2003). *Mechanical Diagram: Rifle, Air, .177 Calibre, Daisy, Model 853C*. Ottawa, ON: Department of National Defence.
- c. C0-085 Daisy Outdoor Products (2006). *AVANTI Competition Pellet Rifle: Operation Manual: AVANTI Legend Model 853*. Rogers, AR: Daisy Outdoor Products.
- d. C0-429 Pelletier, B.B. (2008). *Air Guns – Pyramid Air Report: How Does a Pneumatic Airgun Work?* Retrieved March 4, 2009, from <http://www.pyramydair.com/blog/2008/07/how-does-pneumatic-airgun-work.html>.

8. Training Aids

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for classroom/training area,
- b. Disassembled cadet air rifle (if available),
- c. Exploded view/cutaway model of the cadet air rifle (if available), and
- d. Cadet Air Rifle Mechanical Diagram handout.

9. Learning Aids

- a. Disassembled cadet air rifle (if available),
- b. Exploded view/cutaway model of the cadet air rifle (if available), and
- c. Cadet Air Rifle Mechanical Diagram handout.

10. Test Details. N/A

11. Remarks

- a. The content contained in this lesson is provided for information purposes. Cadets shall not disassemble the cadet air rifle to replace malfunctioning parts or tamper with its operation. All maintenance beyond what is contained in EO S343.05 (Maintain the Cadet Air Rifle) shall be performed by a cadet air rifle repairperson.
- b. If a qualified cadet air rifle repairperson is available, have them disassemble the cadet air rifle to aid in the conduct of this lesson. If a qualified cadet air rifle repairperson is not available, an exploded view/cutaway model of the cadet air rifle should be used to illustrate the internal mechanics of the cadet air rifle.

EO S343.05 – MAINTAIN THE CADET AIR RIFLE

1. **Performance.** Maintain the Cadet Air Rifle.
2. **Conditions**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Cadet air rifle safety rod,
 - (3) .177-calibre felt cleaning pellets,
 - (4) SAE 30 motor oil,
 - (5) Clean, lint free rags,
 - (6) Cadet air rifle maintenance log,
 - (7) Supervision, and
 - (8) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8.
3. **Standard.** The cadet shall maintain the cadet air rifle by:
 - a. firing 2–3 cleaning pellets before the marksmanship activity;
 - b. firing 2–3 cleaning pellets after the marksmanship activity;
 - c. performing periodic maintenance after 1000 pellets have been fired from the cadet air rifle, to include:
 - (1) firing one cleaning pellet soaked in SAE 30 motor oil;
 - (2) waiting five minutes;
 - (3) firing three cleaning pellets; and
 - (4) recording the maintenance in the cadet air rifle maintenance log; and
 - d. performing storage maintenance, if the cadet air rifle is to be stored longer than three months by:
 - (1) firing 2–3 cleaning pellets;
 - (2) firing one cleaning pellet soaked in SAE 30 motor oil; and
 - (3) firing three cleaning pellets when the rifle is removed from storage.

4. Teaching Points

TP	Description	Method	Time	Ref
TP1	Conduct a group discussion to review cleaning the cadet air rifle, to include: <ul style="list-style-type: none"> a. cleaning the bore, to include: <ul style="list-style-type: none"> (1) types of bore residue; (2) .177-calibre felt cleaning pellets; and (3) the occasions to clean the bore, to include: <ul style="list-style-type: none"> (a) cleaning before firing; (b) cleaning after firing; (c) periodic cleaning; and (d) cleaning before storage; b. cleaning the stock; and c. cleaning the exterior metallic parts. 	Group Discussion	10 min	A0-027 (pp. 1-10-1 to 1-10-2)
TP2	Explain and demonstrate: <ul style="list-style-type: none"> a. maintenance of the cadet air rifle, to include: <ul style="list-style-type: none"> (1) before firing maintenance; (2) after firing maintenance; (3) storage or preservation maintenance; and (4) pump piston lubrication; and b. use of the Cadet Air Rifle Maintenance Log. 	Demonstration	10 min	A0-027 (pp. 1-11-1 to 1-11-2)
TP3	Conduct an activity where the cadets will perform maintenance on the cadet air rifle.	Practical Activity	15 min	

5. Time

a.	Introduction/Conclusion:	5 min
b.	Group Discussion:	10 min
c.	Demonstration:	10 min
d.	Practical Activity:	15 min
e.	Total:	40 min

6. Substantiation

- a. A group discussion was chosen for TP 1 and as it allows the cadets to interact with their peers and share their knowledge, opinions, and feelings about cleaning the cadet air rifle.

- b. A demonstration was chosen for TP 2 as it allows the instructor to explain and demonstrate air rifle maintenance.
 - c. A practical activity was chosen for TP 3 as it is an interactive way to allow the cadets to perform maintenance on the cadet air rifle.
7. **References.** A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
8. **Training Aids**
- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for classroom/training area,
 - b. Cadet air rifle,
 - c. Cadet air rifle safety rod,
 - d. .177-calibre felt cleaning pellets,
 - e. SAE 30 motor oil,
 - f. Clean, lint free rags, and
 - g. Cadet air rifle maintenance log.
9. **Learning Aids**
- a. Cadet air rifle,
 - b. Cadet air rifle safety rod,
 - c. .177-calibre felt cleaning pellets,
 - d. SAE 30 motor oil,
 - e. Clean, lint free rags, and
 - f. Cadet air rifle maintenance log.
10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 3](#) (S343 PC).
11. **Remarks.** The application of this skill occurs during the lessons related to EO S342.02 (Lead a Classification Air Rifle Marksmanship Activity, Section 5), EO S342.03 (Lead a Competitive Air Rifle Marksmanship Activity, Section 5), EO S342.04 (Lead a Standing Position Familiarization Air Rifle Marksmanship Activity, Section 5), EO S342.05 (Lead a Fun Air Rifle Marksmanship Activity, Section 5) and EO S342.06 (Lead a Timed Air Rifle Marksmanship Activity, Section 5).

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SECTION 7**PO S344 – COACH CADETS DURING AIR RIFLE
MARKSMANSHIP AND SUMMER BIATHLON ACTIVITIES**

1. **Performance.** Coach Cadets During Air Rifle Marksmanship and Summer Biathlon Activities.
2. **Conditions**
 - a. Given:
 - (1) Safety glasses/goggles,
 - (2) Coaching diary,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8.
3. **Standard.** The cadet will coach cadets during air rifle marksmanship activities by:
 - a. employing the firing point sequence;
 - b. reinforcing the principles of air rifle marksmanship;
 - c. analyzing targets;
 - d. providing feedback to cadets;
 - e. providing assistance to cadets as required; and
 - f. seeking assistance from the team leader and/or RSO as required.
4. **Remarks.** These tasks will be supervised by a team leader in conjunction with PO S342 (Lead Air Rifle Marksmanship Activities, [Section 5](#)).

EO S344.01 – PROVIDE FEEDBACK TO CADETS

1. **Performance.** Provide Feedback to Cadets.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall:
 - a. recognize when feedback must be provided; and
 - b. provide feedback.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the FAST principles of effective feedback, to include: <ol style="list-style-type: none"> a. frequent, b. accurate, c. specific, and d. timely. 	Interactive Lecture	10 min	C0-412 (p.3–10)
TP2	Explain the ground rules for providing feedback, to include: <ol style="list-style-type: none"> a. focusing on what is observed; b. focusing on the behaviour; c. keeping it neutral; d. using it to inform; e. making it supportive; and f. keeping it simple. 	Interactive Lecture	15 min	C0-403 (pp. 11–15, pp. 111–116)
TP3	Explain the steps for providing feedback, to include: <ol style="list-style-type: none"> a. planning what to say; b. providing examples of behaviours; c. allowing time for feedback from the cadet; d. motivating; and e. setting a timeline for action and follow-up. 	Interactive Lecture	10 min	C0-404

5. **Time**

- | | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min |
| b. | Interactive Lecture: | 35 min |
| c. | Total: | 40 min |

6. **Substantiation.** An interactive lecture was chosen for this lesson to orient the cadets to providing feedback to cadets.

7. **References**

- a. C0-403 Peeling, G. (2000). *Feedback Techniques: 7 Things to Know About Giving Feedback: Trainers Guide*. Cambridgeshire, England: Fenman Limited.
- b. C0-404 Mochal, T. (2006). *Follow These Six Steps When Providing Constructive Performance Feedback*. Retrieved February 5, 2009, from http://articles.techrepublic.com.com/5100-10878_11-6102736.html.
- c. C0-412 (ISBN 978-0-87425-495-2) Tulgan, B. (1999). *Fast Feedback (2nd ed)*. Amherst, MA: HRD Press, Inc.

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

9. **Learning Aids.** Effective Feedback handout.

10. **Test Details.** N/A.

11. **Remarks.** The application of these skills is related specifically to EO S344.02 (Apply Coaching Techniques During an Air Rifle Marksmanship Activity), EO S344.03 (Apply Coaching Techniques During a Competitive Summer Biathlon Activities) and all practical leadership opportunities.

EO S344.02 – APPLY COACHING TECHNIQUES DURING AN AIR RIFLE MARKSMANSHIP ACTIVITY

1. **Performance.** Apply Coaching Techniques During an Air Rifle Marksmanship Activity.
2. **Conditions**
 - a. Given:
 - (1) Air rifle marksmanship equipment,
 - (2) Cadet air rifle,
 - (3) Cadet air rifle safety rod,
 - (4) Blinder,
 - (5) Target (CCT2001AR853),
 - (6) Air rifle pellets,
 - (7) Range equipment,
 - (8) Marksmanship coaching diary,
 - (9) Clip board,
 - (10) Pencil with eraser,
 - (11) Supervision, and
 - (12) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8.
3. **Standard.** The cadet shall apply coaching techniques during an air rifle marksmanship activity by:
 - a. applying the sequence of firing to an application target (Canadian Cadet Movement Competition Target, CCT2001AR853), to include:
 - (1) reviewing the application target and its components, to include:
 - (a) the competitor information section,
 - (b) the two sighting diagrams, and
 - (c) the ten scoring diagrams;
 - (2) explaining the use of the sighting diagrams on the application target, to include:
 - (a) the number of sighting shots, and
 - (b) time limits per application target(s); and
 - (3) describing the sequence of firing to an application target by:
 - (a) turning the application target to a portrait orientation; and
 - (b) firing at the target in a logical sequence;

- b. applying the coach's firing point sequence by:
 - (1) positioning themselves in the best position to observe, without affecting the cadet (eg. on the right-hand side of the cadet [left side for a left-handed cadet] or at the back of the firing lane);
 - (2) ensuring the cadet is in-line with their assigned target and the rear sight is correctly set;
 - (3) observing the cadet's natural alignment;
 - (4) directing the cadet to make adjustments if required, to include:
 - (a) position,
 - (b) hold,
 - (c) eye relief,
 - (d) breathing sequence, and
 - (e) trigger squeezing;
 - (5) encouraging the cadet to relax;
 - (6) assuming the rest position as required;
 - (7) analyzing the cadet's performance;
 - (8) providing feedback to the cadet to correct the various aspects of the principles of marksmanship; and
 - (9) maintaining a marksmanship coaching diary;
- c. adjusting sights on the cadet air rifle by:
 - (1) analyzing common errors on a target;
 - (2) adjusting the elevation; and
 - (3) adjusting the windage; and
- d. practicing coaching by:
 - (1) utilizing the firing point sequence;
 - (2) adjusting sights on the cadet air rifle; and
 - (3) maintaining a marksmanship coaching diary.

4. Teaching Points

TP	Description	Method	Time	Ref
TP1	<p>Explain applying the sequence of firing to an application target (Canadian Cadet Movement Competition Target, CCT2001AR853), to include:</p> <ul style="list-style-type: none"> a. reviewing the application target and its components, to include: <ul style="list-style-type: none"> (1) the competitor information section, 	Interactive Lecture	10 min	A0-027 (p. 4-4-11, p. 4-4-23)

TP	Description	Method	Time	Ref
	<ul style="list-style-type: none"> (2) the two sighting diagrams, and (3) the 10 scoring diagrams; b. explaining the use of the sighting diagrams on the application target, to include: <ul style="list-style-type: none"> (1) the number of sighting shots, and (2) time limits per application target(s); and c. describing the sequence of firing to an application target, to include: <ul style="list-style-type: none"> (1) turning the application target to a portrait orientation; and (2) firing at the target in a logical sequence. 			
TP2	<p>Explain and demonstrate applying the coach's firing point sequence by:</p> <ul style="list-style-type: none"> a. positioning themselves on the right hand side of the cadet (left side for a left-handed individual) or at the back of the firing lane in the best position to observe, without affecting the cadet or their position; b. ensuring that the cadet is in-line with their assigned target and the rear sight is correctly set; c. observing the cadet's natural alignment; d. directing the cadet to adjust their: <ul style="list-style-type: none"> (1) position, (2) hold (be aware of possible canting), (3) eye relief, (4) breathing sequence, and (5) trigger squeezing if required; e. encouraging the cadet to relax; f. assuming the rest position as required by: <ul style="list-style-type: none"> (1) taking the cadet air rifle down from the shoulder; (2) remaining in the prone position; (3) keeping the elbows in-place; and (4) holding onto the cadet air rifle until ready to resume putting the cadet air rifle back into the shoulder; g. analyzing the cadet's performance; 	Demonstration	20 min	A0-027 (p. 1-12-1, p. 1-12-2)

TP	Description	Method	Time	Ref
	h. providing feedback to the cadet to correct the various aspects of the principles of marksmanship; and i. maintaining a marksmanship coaching diary by: <ol style="list-style-type: none"> (1) completing the training event information; (2) completing the checklist of equipment; (3) recording the settings of the cadet air rifle and marksmanship equipment; (4) recording the results of the groups or scores; and (5) establishing goals, to include: <ol style="list-style-type: none"> (a) long-term goals, (b) mid-term goals, and (c) training goals. 			
TP3	Explain and demonstrate adjusting sights on the cadet air rifle by: <ol style="list-style-type: none"> a. analyzing common errors on a target; b. adjusting the elevation; and c. adjusting the windage. 	Demonstration	10 min	A0-027 (p. 1-5-5, p. 1-5-6)
TP4	Have the cadet practice coaching using the firing point sequence, adjusting sights on the cadet air rifle and maintaining a cadet air rifle marksmanship coaching diary.	Practical Activity	30 min	A0-027 (p. 1-12-1, p. 1-12-2)

5. Time

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	10 min
c.	Demonstration:	30 min
d.	Practical Activity:	30 min
e.	Total:	80 min

6. Substantiation

- a. A interactive lecture was chosen for TP 1 as it allows the instructor to explain the application target and its components, the use of the sighting diagrams on the application target and the sequence of firing to an application target.
- b. A demonstration was chosen for TPs 2 and 3 as it allows the instructor to explain and demonstrate applying coaching techniques by using the firing point sequence and adjusting sights on the cadet air rifle.

- c. A practical activity was chosen for TP 4 as it allows the cadets to experience coaching techniques using the firing point sequence, adjusting sights on the cadet air rifle and maintaining a marksmanship coaching diary during an air rifle marksmanship activity in a safe, controlled environment. This activity contributes to the development of coaching skills and knowledge in a fun and challenging setting.

7. **References.** A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for classroom/training area,
- b. Air rifle marksmanship equipment,
- c. Cadet air rifle,
- d. Cadet air rifle safety rod,
- e. Blinder,
- f. Target (CCT2001AR853),
- g. Air rifle pellets,
- h. Range equipment, and
- i. Marksmanship coaching diary.

9. **Learning Aids**

- a. Air rifle marksmanship equipment,
- b. Cadet air rifle,
- c. Cadet air rifle safety rod,
- d. Blinder,
- e. Target (CCT2001AR853),
- f. Air rifle pellets,
- g. Range equipment,
- h. Clip board,
- i. Pencil with eraser, and
- j. Marksmanship coaching diary.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 4](#) (S344 PC).

11. **Remarks**

- a. Cadets will maintain a marksmanship coaching diary on each cadet they are coaching.
- b. The application of this skill occurs during the lessons related to EO S342.02 (Lead a Classification Air Rifle Marksmanship Activity, Section 5), EO S342.03 (Lead Competitive Air Rifle Marksmanship Activity, Section 5), EO S342.04 (Lead a Standing Position Familiarization Air Rifle Marksmanship

Activity, Section 5), EO S342.05 (Lead a Fun Air Rifle Marksmanship Activity, Section 5) and EO S342.06 (Lead a Timed Air Rifle Marksmanship Activity, Section 5).

EO S344.03 – APPLY COACHING TECHNIQUES DURING A COMPETITIVE SUMMER BIATHLON ACTIVITY

1. **Performance.** Apply Coaching Techniques During a Competitive Summer Biathlon Activity.
2. **Conditions**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Air rifle range equipment,
 - (3) Summer biathlon coaching diary,
 - (4) Paper, and
 - (5) Pen/Pencil.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8.
3. **Standard.** The cadet shall apply coaching techniques during a competitive summer biathlon activity by:
 - a. assisting the competitor before the competition by:
 - (1) ensuring the competitor is prepared for physical activity;
 - (2) attending the coach's meeting (if applicable) to receive start times, course layout, firing bouts, lane assignments for zeroing/competition and bibs;
 - (3) confirming the competitor's equipment is on the range and at the appropriate lane number;
 - (4) assisting with zeroing the cadet air rifle;
 - (5) leading the competitor through a warm-up session; and
 - (6) ensuring the competitor is at the start at the appropriate time;
 - b. assisting the competitor during the competition by:
 - (1) providing encouragement;
 - (2) laying out the required number of air rifle pellets before each firing bout;
 - (3) spotting the competitor's shots during each firing bout to make corrections if required;
 - (4) recording the competitor's missed shots to compare with the results;
 - (5) recording any stop times; and
 - (6) resetting the target after the official has recorded the score;
 - c. assisting the competitor after the competition by:
 - (1) being at the finish line to encourage the competitor;
 - (2) leading the competitor through a cool-down session; and
 - (3) comparing official results with recorded results;

- d. analyzing the competitor's performance to help them improve;
- e. providing feedback to the competitor; and
- f. maintaining a Summer Biathlon Coaching Diary.

4. Teaching Points

TP	Description	Method	Time	Ref
TP1	<p>Conduct an in-class activity where the cadets will brainstorm how the coach assists the competitor during a competitive summer biathlon activity, to include:</p> <ul style="list-style-type: none"> a. assisting the competitor before the competition; b. assisting the competitor during the competition; and c. assisting the competitor after the competition. 	In-Class Activity	15 min	
TP2	<p>Describe how the cadets will apply coaching techniques before a competitive summer biathlon activity, to include:</p> <ul style="list-style-type: none"> a. ensuring the competitor is prepared for physical activity; b. attending the coach's meeting (if applicable) to receive start times, course layout, firing bouts, lane assignments for zeroing/competition and bibs; c. confirming the competitor's equipment is on the range and at the appropriate lane number; d. assisting with the zeroing of the cadet air rifle; e. leading the competitor through a warm-up session; and f. ensuring the competitor is at the start at the appropriate time. 	Interactive Lecture	20 min	A0-032 A0-036 C0-057 C0-149
TP3	<p>Describe how the cadets will apply coaching techniques during a competitive summer biathlon activity, to include:</p> <ul style="list-style-type: none"> a. providing encouragement; b. laying out the required number of air rifle pellets before each firing bout; c. spotting the competitor's shots during each firing bout to make corrections if required; 	Interactive Lecture	20 min	A0-036 C0-149

TP	Description	Method	Time	Ref
	d. recording the competitor's missed shots to compare with the results; e. recording any stop times; f. resetting the target after the official has recorded the score; g. analyzing the competitor's performance to help them improve; and h. providing feedback to the competitor.			
TP4	Describe how the cadets will apply coaching techniques after a competitive summer biathlon activity, to include: a. being at the finish line to encourage the competitor; b. leading the competitor through a cool-down session; c. comparing official results with recorded results; and d. maintaining a Summer Biathlon Coaching Diary.	Interactive Lecture	15 min	A0-036 C0-057 C0-149

5. Time

a.	Introduction/Conclusion:	10 min
b.	In-Class Activity:	15 min
c.	Interactive Lecture:	55 min
d.	Total:	80 min

6. Substantiation

- a. An in-class activity was chosen for TP 1 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about applying the coaching techniques before, during and after a competitive summer biathlon activity. This helps develop a rapport by allowing the instructor to evaluate the cadets' responses in a non-threatening way while helping them refine their ideas. A group discussion also helps the cadets improve their listening skills and develop as members of a team.
- b. An interactive lecture was chosen for TPs 2–4 to give the cadets an overview of the coaching techniques before, during and after a competitive summer biathlon activity.

7. References

- a. A0-032 Cadets Canada. (2002). *Biathlon Competition Rules and IBU/Cadet Disciplinary Rules*. Ottawa, ON: Department of National Defence.
- b. A0-036 Cadets Canada. (2007). *Canadian Cadet Movement: Biathlon Championship Series*. Ottawa, ON: Department of National Defence.

- c. C0-057 Martha Jefferson Hospital. (2001). *Warm-Ups*. Retrieved April 30, 2009, from <http://www.marthajefferson.org/warm-up.php>.
 - d. C0-149 Biathlon Canada, Coaching Association of Canada. (2007). *Biathlon Bears: Community Coaching* (Version 3.0) [Computer software]. Ottawa, ON: Biathlon Canada.
8. **Training Aids.** Summer Biathlon Coaching Diary.
9. **Learning Aids**
- a. Summer Biathlon Coaching Diary,
 - b. Paper, and
 - c. Pen/Pencil.
10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 4](#) (S344 PC).
11. **Remarks.** The application of this skill occurs during the lessons related to EO S345.05 (Participate in Summer Biathlon Activities, Section 8).

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SECTION 8**PO S345 – ASSIST WITH SUMMER BIATHLON ACTIVITIES**

1. **Performance.** Assist With Summer Biathlon Activities.
2. **Conditions**
 - a. Given:
 - (1) Summer biathlon equipment,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental:
 - (1) Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8, and
 - (2) Sports field, gymnasium, or training area large enough to accommodate the entire group.
3. **Standard.** The cadet will assist with summer biathlon activities by:
 - a. assuming the position of one of the following summer biathlon officials:
 - (1) Range assistant,
 - (2) Lane scorekeeper,
 - (3) Runner,
 - (4) Course controller,
 - (5) Start/finish controller, and
 - (6) Competition secretary;
 - b. assisting with setting up or dismantling the biathlon venue; and
 - c. leading a warm-up or cool-down session.
4. **Remarks.** N/A.

EO S345.01 – PREPARE FOR A SUMMER BIATHLON ACTIVITY

1. **Performance.** Prepare for a Summer Biathlon Activity.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall prepare for a summer biathlon activity by:
 - a. selecting nutritious food;
 - b. determining personal hydration requirements;
 - c. selecting types of athletic clothing; and
 - d. applying hygiene practices for physical activity.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe nutrition requirements for a summer biathlon activity, to include: <ol style="list-style-type: none"> a. pre-activity, to include: <ol style="list-style-type: none"> (1) time between the meal and the activity, and (2) foods to choose; b. during the activity, to include: <ol style="list-style-type: none"> (1) what to eat, and (2) what to drink; and c. post-activity. 	Interactive Lecture	15 min	A0-111 (pp. 10–13, pp. 36–42) C0-166 (pp. 89–136) C0-175 (pp. 19–39) C0-320 C0-321 C0-348
TP2	Describe dehydration, to include: <ol style="list-style-type: none"> a. causes, b. symptoms, c. treatment, and d. prevention; 	Interactive Lecture	5 min	A0-051 (p. 66) C0-175 (p. 34, p. 35)
TP3	Describe how to recognize and prevent heat stress , to include: <ol style="list-style-type: none"> a. determining the risk of heat stress; b. determining water intake; and c. determining work/rest cycles. 	Interactive Lecture	5 min	A0-146

TP	Description	Method	Time	Ref
TP4	Review types of athletic clothing, to include: a. footwear, b. wicking clothing, and c. hats.	Group Discussion	5 min	C0-156 C0-157 C0-158 C0-159 C0-186 C0-188 C0-189
TP5	Review hygiene practices for a summer biathlon activity, to include: a. hygiene during a summer biathlon activity; and b. hygiene after a summer biathlon activity.	Group Discussion	5 min	C0-026 C0-185

5. Time

- | | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min |
| b. | Interactive Lecture: | 25 min |
| c. | Group Discussion: | 10 min |
| d. | Total: | 40 min |

6. Substantiation

- An interactive lecture was chosen for TPs 1–3 to introduce the cadets to nutrition requirements for summer biathlon activity, dehydration and preventing heat stress during a summer biathlon activity.
- A group discussion was chosen for TPs 4 and 5 as it allows the cadets to interact with their peers and share their knowledge, opinions, and feelings about athletic clothing and hygiene practices.

7. References

- A0-051 Wenger, H. (n.d.). *The Fundamentals of Physical Training Handbook*. Ottawa, ON: Department of National Defence.
- A0-111 A-MD-007-006/PW-001 Department of National Defence. (2005). *Top Fuel for Top Performance*. Ottawa, ON: Department of National Defence.
- A0-146 CF H Svcs Gp Instruction 4440-10 D FHP-OEH. (2006). *Heat Stress – Prevention*. Ottawa, ON: Department of National Defence.
- C0-026 athealth.com. (2006). *Fitness Fundamentals*. Retrieved October 9, 2007, from <http://www.athealth.com/Consumer/disorders/FitnessFundamentals.html>.
- C0-156 Nesbitt, L. D.P.M. (1999). How to Buy Athletic Shoes. *The Physician and Sports Medicine*, 27(12). Retrieved September 26, 2007, from http://www.physsportsmed.com/issues/1999/11_99/shoes.htm.
- C0-157 Barton Anderson and Sports Injury Info. (2007). Choosing Athletic Shoes. *Sports Injury Info: Keeping You Off the Sidelines*. Retrieved November 8, 2007, from <http://www.sports-injury-info.com/athletic-shoes.html>.

- g. C0-158 Football Kit Designer. (2007). *Wicking Fabric*. Retrieved September 26, 2007, from http://www.footballkitdesigner.co.uk/wicking-fabric_article.html.
- h. C0-159 Peso, M. (2007). Dry Fit Clothing Technology: How Clothes Magically Wick Away Moisture. *Cram Science – Everyday Science*. Retrieved October 8, 2007, from <http://www.cramscience.ca/es.php?a=114>.
- i. C0-166 (ISBN 978-0-7360-4602-2) Clark, N. (2003). *Sports Nutrition Guide Book* (3rd ed.). Windsor, ON: Human Kinetics.
- j. C0-175 (ISBN 978-0-7360-4406-6) McNeely, E., & McLaughlin, W. (Eds.). (2003). *ACSM Fitness Book: A Proven Step-by-Step Program From the Experts*. Windsor, ON: Human Kinetics, Inc.
- k. C0-185 National Federation of State High School Associations. (2007). *Sports Hygiene – Guidelines to Minimize Infectious Diseases Position Statement and Guidelines*. Retrieved November 8, 2007, from <http://www.miaa.net/Sports-Hygiene-NFHS-Statement.pdf>.
- l. C0-186 Sowers, M. (n.d.). *Performance Apparel*. Retrieved November 9, 2007, from http://4h.ifas.ufl.edu/Curriculum/Consumer%20Choices/2007-08%20PDFS/2007-08%20Leader%20Guide_PerformanceApparel.pdf.
- m. C0-188 SoYouWanna.com. *SoYouWanna Know About Different Types of Sneakers?* Retrieved November 20, 2007 from <http://www.soyouwanna.com/site/minis/mini/sneakersmini/sneakersmini2.html>.
- n. C0-189 (ISBN 978-0-7607-8494-5) Klaus, B. (2004). *Walking and Light Running*. Munich, Germany: Grafe Und Unzer Verlag.
- o. C0-320 American College of Sports Medicine. (n.d.). *Exercise and Fluid Replacement*. Retrieved September 26, 2008 from http://www.acsm.org/Content/NavigationMenu/Research/Roundtables_Specialty_Conf/PastRoundtables/Position_Stand_Fluid_Replacement.htm.
- p. C0-321 BC Dairy Foundation. (n.d.). *Sport Nutrition*. Retrieved September 26, 2008, from http://www.bcdairyfoundation.ca/nutrition_education/docs/sportnutrition.pdf.
- q. C0-348 Manore, M. M., Barr, S. I., & Butterfield, G. E. (2000). *Nutrition and Athletic Performance*. Retrieved October 29, 2008, from http://www.coach.ca/eng/nutrition/documents/sports_nutrition_position_2000.pdf.

8. Training Aids

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for classroom/training area,
- b. Different types of athletic footwear (including cadet issued), and
- c. Different types of athletic clothing (including cadet issued).

9. Learning Aids. N/A.

10. Test Details. N/A.

11. Remarks. N/A.

EO S345.02 – LEAD A WARM-UP AND COOL-DOWN SESSION

1. **Performance.** Lead a Warm-Up and Cool-Down Session.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Sports field, gymnasium, or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall lead a warm-up and cool-down session, to include:
 - a. selecting warm-up/cool-down stretches and activities that focus on the major muscle groups to be used during the physical activity;
 - b. conducting a warm-up session, incorporating the selected activities and related stretches; and
 - c. conducting a cool-down session following the completion of the physical activity.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct a group discussion on the purpose of: <ol style="list-style-type: none"> a. a warm-up, to include: <ol style="list-style-type: none"> (1) stretching the muscles; (2) gradually increasing respiratory action and heart rate; (3) expanding the muscles' capillaries to accommodate the increase in blood circulation; and (4) raising muscle temperature to facilitate reactions in muscle tissue; and b. a cool-down, to include: <ol style="list-style-type: none"> (1) allowing the body time to slowly recover from physical activity and helping to prevent injury; (2) preparing the respiratory and cardiovascular systems to return to their normal state; and (3) stretching the muscles. 	Group Discussion	20 min	C0-002 (pp. 109–113) C0-089
TP2	Explain, demonstrate and have the cadets perform warm-up/cool-down activities.	Demonstration and Performance	25 min	C0-162 C0-163

TP	Description	Method	Time	Ref
TP3	Explain, demonstrate and have the cadets perform stretches for each major muscle group.	Demonstration and Performance	25 min	C0-089

5. **Time**

- | | | |
|----|--------------------------------|--------|
| a. | Introduction/Conclusion: | 10 min |
| b. | Group Discussion: | 20 min |
| c. | Demonstration and Performance: | 50 min |
| d. | Total: | 80 min |

6. **Substantiation**

- A group discussion was chosen for TP 1 as it allows the cadets to interact with peers and share knowledge, experiences, opinions, and feelings about warm-ups and cool-downs.
- A demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to explain and demonstrate warm-up and cool-down activities and stretches while providing an opportunity for the cadets to practice under supervision.

7. **References**

- C0-002 (ISBN 0-88962-630-8) Leblanc, J., and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20th Anniversary (Rev. ed)*. Bolinas, CA: Shelter Publications, Inc.
- C0-162 (ISBN 0-87322-384-5) Foster, E., Hartinger, K., & Smith, K. (1992). *Fitness Fun: 85 Games and Activities for Children*. Windsor, ON: Human Kinetics, Inc.
- C0-163 (ISBN 0-7360-4849-9) Byl, J. (2004). *101 Fun Warm-Up and Cool-Down Games*. Windsor, ON: Human Kinetics, Inc.

8. **Training Aids.** N/A.

9. **Learning Aids.** N/A.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 5](#) (S345 PC).

11. **Remarks.** The application of this knowledge occurs during the lesson related to EO S345.05 (Participate in Summer Biathlon Activities) and during any recreational sports periods.

EO S345.03 – APPLY THE PRINCIPLES OF AIR RIFLE MARKSMANSHIP DURING A SUMMER BIATHLON ACTIVITY

1. **Performance.** Apply the Principles of Air Rifle Marksmanship During a Summer Biathlon Activity.
2. **Conditions**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Cadet air rifle safety rod,
 - (3) Air rifle pellets,
 - (4) Cadet air rifle sling,
 - (5) Safety glasses/goggles,
 - (6) Shooting mat,
 - (7) Biathlon air rifle target (BART),
 - (8) Supervision, and
 - (9) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental:
 - (1) Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8, and
 - (2) Sports field, gymnasium, or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall apply the principles of air rifle marksmanship during a summer biathlon activity by:
 - a. adopting a marksmanship position, to include:
 - (1) prone, or
 - (2) standing;
 - b. ensuring natural alignment;
 - c. following a biathlon breathing cycle;
 - d. firing the cadet air rifle; and
 - e. maintaining position during follow-through.

4. Teaching Points

TP	Description	Method	Time	Ref
TP1	Describe corps/squadron complementary summer biathlon training, to include: <ol style="list-style-type: none"> a. the aims, and 	Interactive Lecture	10 min	

TP	Description	Method	Time	Ref
	b. the performance objectives and enabling objectives.			
TP2	Explain the principles of air rifle marksmanship during a summer biathlon activity, to include: a. ensuring natural alignment; and b. following a proper biathlon breathing cycle.	Interactive Lecture	10 min	C0-149
TP3	Conduct activities where the cadets will apply the principles of air rifle marksmanship during a summer biathlon activity.	Practical Activity	30 min	
TP4	Describe how to mentally prepare for the range component of a summer biathlon by: a. acquiring an externally-focused mental state; b. utilizing visualizations to focus the mental state; and c. achieving a narrowly-focused mental state.	Interactive Lecture	10 min	C0-149
TP5	Describe how to physically prepare for the range component of a summer biathlon by: a. utilizing breath control exercises prior to entering the range area; and b. utilizing visualizations to focus breathing.	Interactive Lecture	10 min	C0-149

5. Time

- | | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 10 min |
| b. | Interactive Lecture: | 40 min |
| c. | Practical Activity: | 30 min |
| d. | Total: | 80 min |

6. Substantiation

- An interactive lecture was chosen for TPs 1, 2, 4 and 5 to introduce the cadets to the corps/squadron complementary summer biathlon training program, the principles of air rifle marksmanship during a summer biathlon activity, mental preparation for the range component of a summer biathlon, and physical preparation for the range component of a summer biathlon.
- A practical activity was chosen for TP 3 as it is an interactive way to allow the cadets to apply the principles of marksmanship during a summer biathlon activity while providing an opportunity for the cadets to practice under supervision.

7. References. C0-149 Biathlon Canada, Coaching Association of Canada. (2007). *Biathlon Bears: Community Coaching* (Version 3.0) [Computer software]. Ottawa, ON: Biathlon Canada.

8. Training Aids

- Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for classroom/training area,

- b. Cadet air rifle,
- c. Cadet air rifle safety rod,
- d. Air rifle pellets,
- e. Cadet air rifle sling,
- f. Safety glasses/goggles,
- g. Shooting mat, and
- h. BART.

9. **Learning Aids**

- a. Cadet air rifle,
- b. Cadet air rifle safety rod,
- c. Air rifle pellets,
- d. Cadet air rifle sling,
- e. Safety glasses/goggles,
- f. Shooting mat, and
- g. BART.

10. **Test Details.** N/A.

11. **Remarks.** The application of this skill occurs during the lesson related to EO S345.05 (Participate in Summer Biathlon Activities).

EO S345.04 – PERFORM THE ROLE OF A SUMMER BIATHLON OFFICIAL

1. **Performance.** Perform the Role of a Summer Biathlon Official.

2. **Conditions**

a. Given:

- (1) Range assistant equipment, to include:
 - (a) air rifle range equipment,
 - (b) air rifle pellets,
 - (c) biathlon air rifle targets (BARTs),
 - (d) trail tape, and
 - (e) 100-m open reel measuring tape;
- (2) Competition secretary equipment, to include:
 - (a) notice board,
 - (b) start list,
 - (c) numbered bibs,
 - (d) stopwatch,
 - (e) calculator,
 - (f) results sheets,
 - (g) clipboard, and
 - (h) pen/pencil;
- (3) Lane scorekeeper equipment, to include:
 - (a) range scoresheets,
 - (b) stopwatch,
 - (c) clipboard, and
 - (d) pen/pencil;
- (4) Penalty loop controller equipment, to include:
 - (a) trail tape,
 - (b) 100-m open reel measuring tape,
 - (c) stopwatch,
 - (d) penalty loop control sheets,
 - (e) clipboard, and
 - (f) pen/pencil;

- (5) Course controller equipment, to include:
 - (a) trail tape,
 - (b) 100-m open reel measuring tape,
 - (c) stopwatch,
 - (d) course control sheets,
 - (e) clipboard, and
 - (f) pen/pencil;
- (6) Start/finish controller equipment, to include:
 - (a) trail tape,
 - (b) 100-m open reel measuring tape,
 - (c) stopwatch,
 - (d) start list,
 - (e) finish sheets,
 - (f) clipboard, and
 - (g) pen/pencil;
- (7) Supervision, and
- (8) Assistance as required.
- b. Denied: N/A.
- c. Environmental:
 - (1) Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8, and
 - (2) Sports field, gymnasium, or training area large enough to accommodate the entire group.
- 3. **Standard.** The cadet shall perform the role of a summer biathlon official, to include:
 - a. range assistant,
 - b. competition secretary,
 - c. lane scorekeeper
 - d. penalty loop controller,
 - e. course controller,
 - f. start/finish controller, or
 - g. runner.

4. Teaching Points

TP	Description	Method	Time	Ref
TP1	Describe the organizational chart for biathlon officials at an International Biathlon Union (IBU)/ Biathlon Canada biathlon event, to include: <ul style="list-style-type: none"> a. logistics committee, and b. competition committee, to include: <ul style="list-style-type: none"> (1) course group, (2) timing group, (3) range group, and (4) stadium group. 	Interactive Lecture	10 min	C0-084
TP2	Explain the role of a range assistant during a summer biathlon activity, to include: <ul style="list-style-type: none"> a. setting up the range area of the summer biathlon venue; b. Biathlon Air; c. controlling and issuing pellets; and d. monitoring competitors for safety infractions. 	Interactive Lecture	15 min	
TP3	Explain the role of a competition secretary, to include: <ul style="list-style-type: none"> a. setting up a competition office; b. ensuring forms are available to other officials; c. generating a start list; d. ensuring synchronized stopwatches are available to other officials; e. tabulating results during the competition as range scoresheets, penalty loop control sheets, course control sheets and finish sheets arrive; and f. posting the results once the competition is finished. 	Interactive Lecture	15 min	
TP4	Explain the role of a lane scorekeeper, to include: <ul style="list-style-type: none"> a. observing the competitors' course of fire; b. recording the number of misses on a range scoresheet; and c. recording any stop times that may occur. 	Interactive Lecture	5 min	

TP	Description	Method	Time	Ref
TP5	Explain the role of a penalty loop controller, to include: a. setting up the penalty loop; and b. recording the bib numbers of competitors each time they run a penalty loop.	Interactive Lecture	5 min	
TP6	Explain the role of a course controller, to include: a. identifying the course with control markers; and b. recording the bib numbers of competitors as they run the course.	Interactive Lecture	5 min	
TP7	Explain the role of a start/finish controller, to include: a. setting up the start/finish; b. obtaining a synchronized stopwatch from the competition office; c. obtaining a start list; d. ensuring the competitors start at the correct time; and e. recording each competitor's finish time.	Interactive Lecture	10 min	
TP8	Explain the role of a runner, to include: a. collecting range scoresheets from the lane scorekeeper(s); b. collecting the penalty loop control sheets from the penalty loop controller; c. collecting the course control sheets from the course controller(s); d. collecting the finish sheets from the start/finish controller(s); and e. delivering the sheets to the competition secretary.	Interactive Lecture	5 min	

5. Time

- | | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 10 min |
| b. | Interactive Lecture: | 70 min |
| c. | Total: | 80 min |

6. **Substantiation.** An interactive lecture was chosen for this lesson to introduce the cadets to the role of summer biathlon officials and to generate interest.

7. **References.** C0-084 Biathlon Canada. (2006). *Biathlon Canada Handbook*. Ottawa, ON: Biathlon Canada.

8. Training Aids

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Air rifle range equipment,
- c. Air rifle pellets,
- d. BARTs,
- e. Trail tape,
- f. 100-m open reel measuring tape,
- g. Range scoresheets,
- h. Penalty loop control sheets,
- i. Course control sheets,
- j. Finish sheets,
- k. Results sheets,
- l. Stopwatch,
- m. Clipboard,
- n. Notice board,
- o. Calculator,
- p. Start list,
- q. Numbered bibs, and
- r. Pen/Pencil.

9. Learning Aids

- a. Air rifle range equipment,
- b. Air rifle pellets,
- c. BARTs,
- d. Trail tape,
- e. 100-m open reel measuring tape,
- f. Range scoresheets,
- g. Penalty loop control sheets,
- h. Course control sheets,
- i. Finish sheets,
- j. Results sheets,
- k. Stopwatch,

- l. Clipboard,
 - m. Notice board,
 - n. Calculator,
 - o. Start list,
 - p. Numbered bibs, and
 - q. Pen/Pencil.
10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 5](#) (S345 PC).
11. **Remarks.** The application of this skill occurs during the lesson related to EO S345.05 (Participate in Summer Biathlon Activities).

EO S345.05 – PARTICIPATE IN SUMMER BIATHLON ACTIVITIES

1. **Performance.** Participate in Summer Biathlon Activities.
2. **Conditions**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Air rifle pellets,
 - (3) Cadet air rifle sling,
 - (4) Safety glasses/goggles,
 - (5) Shooting mat,
 - (6) Biathlon air rifle target (BART),
 - (7) Supervision, and
 - (8) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental:
 - (1) Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8, and
 - (2) Sports field, gymnasium, or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall participate in summer biathlon activities, to include:
 - a. recreational, and
 - b. competitive.
4. **Teaching Points.** Conduct summer biathlon activities where the cadets will act as officials and coaches, and be given the opportunity to improve their marksmanship skills as participants.
5. **Time**
 - a. Introduction/Conclusion: 10 min
 - b. Practical Activity: 70 min
 - c. Subtotal: 80 min
 - d. Total (11 occurrences): 880 min
6. **Substantiation.** A practical activity was chosen for this lesson as it allows the cadets to participate in summer biathlon activities in a safe and controlled environment. This activity contributes to the development of summer biathlon skills and promotes physical fitness.
7. **References**
 - a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
 - b. A0-032 Cadets Canada. (2002). *Biathlon Competition Rules and IBU/Cadet Disciplinary Rules*. Ottawa, ON: Department of National Defence.

- c. A0-036 A-CR-CCP-178/PT-001 Director Cadets 3. (2009). *Canadian Cadet Movement: Cadet Biathlon Program Reference Manual*. Ottawa, ON: Department of National Defence.
- d. C0-084 Biathlon Canada. (2006). *Biathlon Canada Handbook*. Ottawa, ON: Biathlon Canada.
- e. C0-149 Biathlon Canada, Coaching Association of Canada. (2007). *Biathlon Bears: Community Coaching* (Version 3.0) [Computer software]. Ottawa, ON: Biathlon Canada.

8. **Training Aids.** N/A.

9. **Learning Aids.** N/A.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 5](#) (S345 PC).

11. **Remarks**

- a. There are 11 occurrences of this EO to provide the cadet experience in the conduct of summer biathlon activities.
- b. Depending on the type of summer biathlon activity conducted, occurrences may be combined to form a four-period occurrence, allowing sufficient time for the activity.

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SECTION 9**PO S346 – INSTRUCT A 20-MINUTE AIR RIFLE MARKSMANSHIP LESSON**

1. **Performance.** Instruct a 20-Minute Air Rifle Marksmanship Lesson.
2. **Conditions**
 - a. Given:
 - (1) An enabling objective, lesson specification and instructional guide,
 - (2) Air rifle marksmanship lesson instructional assignment,
 - (3) Instructional aids, and
 - (4) Supervision.
 - b. Denied: Assistance.
 - c. Environmental: Any.
3. **Standard.** The cadet will plan and instruct a 20-minute air rifle marksmanship lesson to a group of peers using:
 - a. a written lesson plan,
 - b. an appropriate method(s) of instruction,
 - c. the principles of instruction, and
 - d. instructional aids.
4. **Remarks.** N/A.

EO S346.01 – PLAN A 20-MINUTE AIR RIFLE MARKSMANSHIP LESSON

1. **Performance.** Plan a 20-Minute Air Rifle Marksmanship Lesson.
2. **Conditions**
 - a. Given:
 - (1) Air rifle marksmanship instructional assignment,
 - (2) An enabling objective, lesson specification and instructional guide,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall:
 - a. research lesson content, and
 - b. develop a written lesson plan.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Review the principles of instruction, to include: <ol style="list-style-type: none"> a. interest, b. comprehension, c. emphasis, d. participation, e. accomplishment, and f. confirmation. 	Interactive Lecture	5 min	A0-055 (pp. 13–14)
TP2	Describe teachable moments by: <ol style="list-style-type: none"> a. defining teachable moments; and b. connecting teachable moments to air rifle marksmanship activities. 	Interactive Lecture	5 min	C2-153 (pp.178–179)
TP3	Review how to research lesson content by identifying the following: <ol style="list-style-type: none"> a. the process to research lesson content using the acronym CCSAM; b. an enabling objective (EO); c. a lesson specification; 	Interactive Lecture	5 min	A0-056 (p. 22, p. 23)

TP	Description	Method	Time	Ref
	d. the content of an instructional guide, to include: (1) preparation, (2) introduction, (3) body, (4) conclusion, (5) references, and (6) attachments.			
TP4	Conduct a group discussion on lesson plan format, to include: a. introduction, b. body, c. end of lesson confirmation, and d. conclusion.	Group Discussion	5 min	
TP5	Conduct an activity where the cadets will become familiar with S346 PC (Instruct a 20-Minute Air Rifle Marksmanship Lesson, Chapter 3, Annex B , Appendix 6).	In-Class Activity	5 min	
TP6	Have the cadets plan an air rifle marksmanship lesson.	In-Class Activity	45 min	

5. Time

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	15 min
c.	Group Discussion:	5 min
d.	In-Class Activity:	50 min
e.	Total:	80 min

6. Substantiation

- An interactive lecture was chosen for TPs 1–3 to orient the cadets to lesson planning for an air rifle marksmanship lesson and to generate interest.
- A group discussion was chosen for TP 4 as it allows the cadets to interact with their peers and share their knowledge, opinions, and feelings about the lesson plan format.
- An in-class activity was chosen for TPs 5 and 6 as it is an interactive way to provoke thought and stimulate interest in assessment of and preparation for an air rifle marksmanship lesson.

7. References

- A0-055 A-P9-050-000/PT-006 Canadian Forces Individual Training and Education System. (1997). *Conduct of Instructional Programmes* (Volume 6). Ottawa, ON: Department of National Defence.

- b. C2-153 (ISBN 0-7360-5731-5) Martin, B., Cashel, C., Wagstaff, M., & Breunig, M. (2006). *Outdoor Leadership: Theory and Practice*. Windsor, ON: Human Kinetics.

8. Training Aids

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for classroom/training area,
- b. S346 PC (Instruct a 20-Minute Air Rifle Marksmanship Lesson, Chapter 3, [Annex B, Appendix 6](#)),
- c. Air rifle marksmanship instructional assignment, and
- d. Lesson Plan Format handout.

9. Learning Aids

- a. S346 PC (Instruct a 20-Minute Air Rifle Marksmanship Lesson),
- b. Air rifle marksmanship instructional assignment,
- c. Lesson Plan Format handout, and
- d. An enabling objective, lesson specification and instructional guide.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B, Appendix 6](#) (S346 PC).

11. Remarks

- a. To ensure the cadets are familiar with the content of the EOs and TPs of the air rifle marksmanship instructional assignment it is recommended that EO S346.01 (Plan a 20-Minute Air Rifle Marksmanship Lesson) be scheduled after cadets have participated in the associated lessons from the EOs which form the air rifle marksmanship instructional assignment list.
- b. It is recommended that EO S346.02 (Instruct a 20-Minute Air Rifle Marksmanship Lesson) be scheduled a minimum two days following EO S346.01 (Plan a 20-Minute Air Rifle Marksmanship Lesson).

EO S346.02 – INSTRUCT A 20-MINUTE AIR RIFLE MARKSMANSHIP LESSON

1. **Performance.** Instruct a 20-Minute Air Rifle Marksmanship Lesson.
2. **Conditions**
 - a. Given:
 - (1) Air rifle marksmanship instructional assignment,
 - (2) Instructional aids, and
 - (3) Supervision.
 - b. Denied: Assistance.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall instruct a 20-minute air rifle marksmanship lesson to a group of peers using:
 - a. a written lesson plan,
 - b. an appropriate method of instruction,
 - c. the principles of instruction, and
 - d. instructional aids.
4. **Teaching Points.** Have the cadets instruct a 20-minute air rifle marksmanship lesson.
5. **Time**

a. Introduction/Conclusion:	10 min
b. Practical Activity:	270 min
c. Total:	280 min
6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to instruct an air rifle marksmanship lesson. This activity contributes to the development of air rifle marksmanship instructional skills and promotes the development of the principles of marksmanship.
7. **References**
 - a. A0-055 A-P9-050-000/PT-006 Canadian Forces Individual Training and Education System. (1997). *Conduct of Instructional Programmes* (Volume 6). Ottawa, ON: Department of National Defence.
 - b. C2-153 (ISBN 0-7360-5731-5) Martin, B., Cashel, C., Wagstaff, M., & Breunig, M. (2006). *Outdoor Leadership: Theory and Practice*. Windsor, ON: Human Kinetics.
8. **Training Aids.** N/A.
9. **Learning Aids.** Instructional aids required for the lesson.
10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 6](#) (S346 PC).
11. **Remarks.** It is recommended that EO S346.02 (Instruct a 20-Minute Air Rifle Marksmanship Lesson) be scheduled a minimum 2 days following EO S346.01 (Plan a 20-Minute Air Rifle Marksmanship Lesson).

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INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

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

Method	Developmental Period One Ages 12 – 14 Experience-Based	Developmental Period Two Ages 15 – 16 Developmental	Developmental Period Three Ages 17 – 18 Competency
Behaviour Modeling	Not applicable	Not applicable	Applicable
Case Study	Not applicable	Applicable	Applicable
Demonstration and Performance	Applicable	Applicable	Applicable
Experiential Learning	Applicable	Applicable	Applicable
Field Trip	Applicable	Applicable	Applicable
Game	Applicable	Applicable	Applicable
Group Discussion	Applicable	Applicable	Applicable
Guided Discussion	Not applicable	Not applicable	Applicable
In-class Activity	Applicable	Applicable	Applicable
Interactive Lecture	Applicable	Applicable	Applicable
Lecture	Applicable	Applicable	Applicable
On-the job Training (OJT)	Not applicable	Not applicable	Applicable
Peer Learning	Not applicable	Not applicable	Applicable
Practical Activity	Applicable	Applicable	Applicable
Problem-Based Learning	Not applicable	Applicable	Applicable
Role Play	Not applicable	Applicable	Applicable
Self-Study	Not applicable	Not applicable	Applicable
Seminar Method	Not applicable	Not applicable	Applicable
Simulation	Not applicable	Not applicable	Applicable
Tutorial	Not applicable	Not applicable	Applicable

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

Method(s)	Applications	Advantages	Disadvantages
<p>CASE STUDY</p> <p>Cadets are given a written problem, situation or scenario, to which they respond either individually or as a group in order to achieve a performance objective. The problem situation or scenario should match the experience level of the cadets and they should be given enough time either before or during the instructional period to analyze it. Responses to the case should be recorded under four headings: Facts, Assumptions, Problems and Solutions.</p>	<p>Learning principles, attitudes and concepts.</p>	<ol style="list-style-type: none"> 1. Effective application of teaching principles instead of "preaching". 2. Cadets can help each other learn. 3. High energy and perfect demonstrations. 4. Can be easily related to a real life situation in the past and for future applications. 	<p>Must be well organized and facilitated in order to ensure learning takes place.</p>
<p>DEMONSTRATION AND PERFORMANCE</p> <p>Cadets observe the instructor performing the task in a demonstration, and rehearse it under the supervision of the instructor. A good example of this is drill instruction, where cadets are shown a movement and given the opportunity to practice and perform it.</p> <p>Demonstration Method</p> <p>A method of instruction where the instructor, by actually performing an operation or doing a job, shows the cadet what to do, how to do it and through explanations brings out why, where and when it is done.</p>	<p>Demonstration Method</p> <ol style="list-style-type: none"> 1. To teach manipulative hands-on operations or procedures. 2. To teach troubleshooting. 3. To illustrate principles. 4. To teach operation or functioning of equipment. 5. To teach teamwork. 6. To set standards of workmanship. 7. To teach safety procedures. 	<p>Demonstration Method</p> <ol style="list-style-type: none"> 1. Minimizes damage and waste. 2. Saves time. 3. Can be presented to large groups. 	<p>Demonstration Method</p> <ol style="list-style-type: none"> 1. Requires careful preparation and rehearsal. 2. Requires special classroom arrangements. 3. Requires equipment and aids.

Method(s)	Applications	Advantages	Disadvantages
<p>Performance Method</p> <p>A method in which the cadet is required to perform, under controlled conditions, the operations, skill or movement being taught.</p>	<p>Performance Method</p> <ol style="list-style-type: none"> 1. To teach manipulative hands-on operations or procedures. 2. To teach operations or functioning of equipment. 3. To teach team skills. 4. To teach safety procedures. 	<p>Performance Method</p> <ol style="list-style-type: none"> 1. Builds confidence. 2. Enables learning evaluation. 3. Reduces damage and waste. 4. Promotes safety. 	<p>Performance Method</p> <ol style="list-style-type: none"> 1. Requires tools and equipment. 2. Requires large blocks of time. 3. Requires more instructors.
<p>EXPERIENTIAL LEARNING</p> <p>Learning in the cadet program is centred on experiential learning. This involves learning knowledge and skills from direct experience. People learn best from their own experiences and can then apply the knowledge and skills in new situations. The four stages of the cycle may be considered and applied to all activities within the Cadet Program, regardless of methodology chosen.</p> <p>Stage 1: Concrete Experience. Cadets have an experience and take time to identify and define what the experience is. Sample activities: direct observations, simulations, field trips, and reading.</p> <p>Stage 2: Reflective Observation. Cadets need to reflect on and examine what they saw, felt and thought while they were having the experience. Sample activities: discussion, journals/logs, and graphs.</p> <p>Stage 3: Abstract Conceptualization. Cadets work to understand and make connections from the experience to new or different situations. Sample activities: interview, discussion, model building, analogies and planning.</p> <p>Stage 4: Active Experimentation. Cadets look ahead to and plan the application of skills and knowledge acquired to future experience. Sample activities include: simulation, fieldwork.</p> <p>Note: The cycle is ongoing as each learning experience builds on another.</p>	<ol style="list-style-type: none"> 1. To teach practical skills. 2. To learn how to learn. 3. To teach transferable skills. 4. To teach the process or principle. 5. To teach problem solving. 	<ol style="list-style-type: none"> 1. Knowledge is shared and created by everyone. 2. Everyone is actively involved in the teaching – learning process. 3. Numerous resources are used. 4. Cadet based. 	<ol style="list-style-type: none"> 1. Many resources are required (may be expensive). 2. Needs a lot of planning, preparation and organization prior to activity. 3. The instructor must master the subject developed. 4. Instructor needs very good pedagogical skills. 5. May not be a good process for learning details.

Method(s)	Applications	Advantages	Disadvantages
FIELD TRIP Theoretical knowledge is reinforced through participation in an activity in a real-life setting. Prior planning helps to ensure all pre-training and safety standards are met. Field trip activities are planned and carried out to achieve clear instructional objectives that are understood by the cadets. Examples can include trips to areas of local interest, flying/gliding, hiking or sailing.	<ol style="list-style-type: none"> 1. Awareness of historical situations. 2. Can be used in conjunction with many other instructional methods. 3. To introduce/illustrate and confirm topics. 	<p>Immerse cadets in a specific environment.</p>	<ol style="list-style-type: none"> 1. May be difficult to control. 2. Needs much organization and preparation. 3. May have cost involved.
GAME Games are used with one or more participants to practice skills, apply strategies and enhance teams. It is critical that the game supports learning through the provision of a challenging activity that allows for the skill practice or knowledge confirmation. Games are a fun and interesting way to introduce a topic, expand cadets' understanding knowledge of topic or review material.	<ol style="list-style-type: none"> 1. Practical situations. 2. Discovery of concepts and principles. 3. Review and confirmation. 4. Games include rules and assessment. 	<ol style="list-style-type: none"> 1. Fun, interesting. 2. Creates ownership. 3. Highly participative. 4. Many resources involved. 	<ol style="list-style-type: none"> 1. May stratify the group by creating a winner and a loser. 2. May be difficult to providing instructor feedback.
GROUP DISCUSSION Cadets discuss issues, share knowledge, opinions and feelings about a topic in small groups to a specific goal. The instructor's questioning is flexible and minimal, and aims at encouraging cadets to explore their own experiences and opinions through peer interaction.	<ol style="list-style-type: none"> 1. To develop imaginative solutions to problems. 2. To stimulate thinking and interest and to secure cadet participation. 3. To emphasize main teaching points. 4. To supplement lectures. 5. To determine how well cadets understand the concepts and principles. 6. To prepare cadets for application of theory or procedure. 7. To summarize, clarify points or review. 8. To prepare cadets for instruction that will follow. 9. To determine cadet progress and effectiveness of prior instruction. 	<ol style="list-style-type: none"> 1. Increases cadet interest. 2. Increases cadet acceptance and commitment. 3. Utilizes cadet knowledge and experience. 4. Results in more permanent learning because of the high degree of cadet participation/cognitive involvement. 	<ol style="list-style-type: none"> 1. Requires highly skilled instructors. 2. Required preparation by cadets. 3. Limits contents. 4. Consumes time. 5. Restricts size of group. 6. Requires selective group composition.

Method(s)	Applications	Advantages	Disadvantages
IN-CLASS ACTIVITY In-class activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce instructional topics or to introduce cadets to new experiences. In-class activities should provoke thought and stimulate interest among cadets, while maintaining relevance to the performance objectives. Examples of these activities include learning stations, videos, brainstorming/debating.	<ol style="list-style-type: none"> 1. To reinforce instructional topics. 2. To orient cadets to the subject. 3. To introduce a subject. 4. To give direction on procedures. 5. To present basic material. 6. To introduce a demonstration, discussion or performance. 7. To illustrate the application of rules, principles or concepts. 8. To review, clarify, empathize or summarize. 	<ol style="list-style-type: none"> 1. To provoke thought and stimulate interest among cadets, while maintaining relevance to the performance objectives. 2. Permits flexibility with class size. 3. Requires less rigid space requirements. 4. Permits adaptability. 5. Permits versatility. 6. Permits better control over content and sequence. 	<ol style="list-style-type: none"> 1. Encourages cadet passiveness. 2. Difficult to gauge cadet reaction. 3. Takes time to prepare.
INTERACTIVE LECTURE The instructor-driven methodology combines both lecture and interaction to meet lesson objectives. Lecture portions of the lesson are offset with relevant activities such as videos with discussion, games to confirm and completion of handouts.	<ol style="list-style-type: none"> 1. To orient cadets to the subject. 2. To introduce a subject. 3. To give instruction on procedures. 4. To present basic material. 5. To illustrate the application of rules, principles or concepts. 6. To review, clarify, empathize or summarize. 	<ol style="list-style-type: none"> 1. Saves time. 2. Permits flexibility of class size. 3. Requires less rigid space requirements. 4. Permits adaptability. 5. Permits versatility. 6. Permits better control over content and sequence. 	<ol style="list-style-type: none"> 1. Involves one-way communication. 2. Poses problems in skill teaching. 3. Encourages passive behaviour. 4. Difficult to gauge cadet reaction. 5. Requires highly skilled instructors. 6. Requires a high level of concentration from the cadets.

Method(s)	Applications	Advantages	Disadvantages
LECTURE This is a formal or semi-formal discourse in which the instructor presents a series of events, facts, principles, explores a problem or explains relationships.	<ol style="list-style-type: none"> 1. To orient cadets to the subject. 2. To introduce a subject. 3. To give instruction on procedures. 4. To present basic material. 5. To illustrate the application of rules, principles or concepts. 6. To review, clarify, empathize or summarize. 	<ol style="list-style-type: none"> 1. Proficient oral skills are required. 2. Useful for big groups. 3. Saves time because of fewer interruptions. 	<ol style="list-style-type: none"> 1. Should have a clear introduction and conclusion. 2. Cadets may be passive and uninvolved.
PRACTICAL ACTIVITY Practical activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce and practice instructional topics or to introduce cadets to new experiences. Practical activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objectives.	<ol style="list-style-type: none"> 1. Review. 2. In practical situations such as leadership development, parade appointments, etc. 3. To introduce a subject. 	<ol style="list-style-type: none"> 1. Encourage participation by cadets. 2. Stimulate interest in the subject. 3. Maintain relevance to the performance objectives. 4. Fun and interesting. 5. Creates ownership. 6. Highly participative in small groups. 7. Many resources involved. 	<ol style="list-style-type: none"> 1. Extensive supervision is required to ensure proper content is covered. 2. Takes time to prepare. 3. Not suitable for large groups.

Method(s)	Applications	Advantages	Disadvantages
PROBLEM-BASED LEARNING <p>Cadets analyse a problem, apply the steps in the problem solving method and work toward solving the problem in small groups. Problem-based learning requires cadets to participate and interact with each other while developing critical thinking skills. Instructors choose problem that stimulate thought, reinforce learning and relate to the cadets' interest and needs. Throughout the exercise, instructors pose thought-provoking questions and guide cadets without influencing their decisions.</p>	<ol style="list-style-type: none"> 1. Review. 2. In practical situations such as leadership development, parade appointments, etc. 	<ol style="list-style-type: none"> 1. Encourage participation by cadets. 2. Stimulate interest in the subject. 3. Maintain relevance to the performance objectives. 4. Many resources involved. 	<ol style="list-style-type: none"> 1. Critical thinking skills are required. 2. Broad knowledge of the subject matter is required.
ROLE PLAY <p>Cadets are assigned roles requiring them to interact with others in responding to various realistic situations. The instructor identifies the purpose of the role-play, provides the cadets with enough background information to help them accurately play their assigned role, and motivates them to become more fully involved in the activity. De-brief after the role-play is essential to connect the activity with the PO/EO.</p>	<ol style="list-style-type: none"> 1. Skills associated with social systems or human interactions; practical situations eg. CHAP, discipline issues, behaviour on the range, leadership, instructional techniques. 2. Attitudinal objectives. 	<ol style="list-style-type: none"> 1. High participation, interactive delivery and may lead to discussions. 2. Experience is developed in a supportive environment. 3. Can be very versatile depending on application eg, introduce a topic, mid-stage learning or as confirmation. 	<ol style="list-style-type: none"> 1. Participants can be easily sidetracked, need for good preparation and controls must be set appropriately. 2. Competence, experience and prepared instructors required.

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ON-THE-JOB TRAINING (OJT) – DIVISIONAL PETTY OFFICER (DPO)/ PLATOON WARRANT OFFICER (PI WO)/FLIGHT SERGEANT (FSgt) DUTIES

PURPOSE

1. The purpose of OJT – DPO/PI WO/FSgt Duties is to provide the cadet an authentic experience that allows them to observe and assist in performing the duties and responsibilities of this leadership appointment. This activity is intended to be experiential in nature providing the cadet the opportunity to work alongside an experienced DO/PI Comd/Flt Comd and DPO/PI WO/FSgt with assessment for learning being the focus rather than assessment of learning.

GENERAL INSTRUCTIONS

2. For one training day the cadet shall be assigned to a division/platoon/flight of cadets participating in a more junior qualification course (eg, General Training or a three-week basic qualification course). The duration of the assignment shall extend beyond the eight periods of training to include both the morning and evening routines (eg, from the time cadets are woken up until lights out).

3. With the assistance of the DPO/PI WO/FSgt, the DO/PI Comd/Flt Comd of the division the cadet is assigned to is responsible for conduct and oversight, to include:

- a. ensuring the cadet is briefed on their responsibilities and the division's/platoon's/flight's schedule for the day;
- b. ensuring the cadet is provided the opportunities to perform some or all tasks normally completed by the DPO/PI WO/FSgt;
- c. completing the OJT – DPO/PI WO/FSgt Duties Checklist located at [Appendix 1](#);
- d. debriefing the cadet upon completion and providing them a copy of the OJT – DPO/PI WO/FSgt Duties Checklist; and
- e. ensuring the completed OJT – DPO/PI WO/FSgt Duties Checklist is returned to the cadet's DO/PI Comd/Flt Comd.

TASKS

4. A list of common tasks that a DPO/PI WO/FSgt would perform as part of a normal daily routine has been provided in the OJT – DPO/PI WO/FSgt Duties Checklist. Given the different operating procedures at CSTCs, some tasks listed may not be applicable. In such cases the task shall be marked as 'N/A'. Additionally, any task the cadet completes that is not listed should be noted in the comments section.

SCHEDULING

5. When scheduling OJT – DPO/PI WO/FSgt consideration must be given to such things as the number of divisions/platoons/flights available for the cadets to be assigned to and the training schedules of those divisions/platoons/flights to ensure that the OJT experience is inline with the stated purpose.

6. Any number of factors may exist based on the capacity of the CSTC that will not allow for a complete division/platoon/flight to be scheduled for OJT – DPO/PI WO/FSgt at the same time. In this circumstance special consideration must be given to minimize the cadet's absence from other areas training. For example, scheduling half of a division/platoon/flight for OJT – DPO/PI WO/FSgt, while the other is scheduled for OJT – Specialty.

7. Many factors come in to play when scheduling this aspect of training and will require early communication and collaboration between the Crse O and other CSTC staff responsible for developing the CSTC's overall training plan. This effort will maximize the OJT experience while minimizing the affect on other areas of training.

REMARKS

8. Consideration should be given to providing cadets with an identifier to be worn while participating in OJT. This may be in the form of a brassard, rank slip-on or some other method provided it is uniformed across the CSTC.

OJT – DPO/PI WO/FSgt DUTIES CHECKLIST

Cadet's Name: _____

Division/Platoon/Flight: _____

Task	√	Comments
Morning Routine		
Wake up the cadets.		
Ensure cadets are exhibiting good personal hygiene habits.		
Ensure cadets are dressed in the Rig/Dress/Uniform of the Day.		
Ensure bunks are made to standard.		
Supervise clean up of barracks.		
March cadets to breakfast.		
Supervise cadets during breakfast.		
Fill a divisional/platoon/flight parade position for Morning Divisions/Parade (if applicable).		
Training Day Routine		
Brief cadets on day's training activities.		
Ensure cadets are on time for all training activities.		
Deal with problems within the division/platoon/flight as required, including informing the DO/PI Comd/Flt Comd of these problems.		
Escort cadets to MIR as required.		
Monitor the cadets' performance for the day, including briefing the DO/PI Comd/Flt Comd on their performance as necessary.		
Promote good morale and esprit de corps.		
Report any injuries to the DO/PI Comd/Flt Comd.		
Report any equipment damages or losses.		
Supervise cadets during lunch.		
Evening Routine		
Supervise cadets during supper.		
Supervise cadets in the barracks.		
Ensure cadets have uniforms ready for next training day.		
Ensure the barracks are clean and orderly.		
Ensure the cadets are exhibiting good personal hygiene habit.		
Ensure all cadets are present and accounted for at lights out.		

Assessor's Name:	Position:
Assessor's Signature:	Date:

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ON-THE-JOB TRAINING (OJT) – SPECIALTY (AIR RIFLE MARKSMANSHIP INSTRUCTOR DUTIES)

PURPOSE

1. The purpose of OJT – Specialty (Air Rifle Marksmanship Instructor Duties) is to provide the cadet an authentic experience that allows them to observe and assist in performing the duties and responsibilities of this leadership assignment. This activity is intended to be experiential in nature providing the cadet the opportunity to work alongside an experienced Air Rifle Marksmanship Instructors and Range Safety Officers and other marksmanship and summer biathlon specialty staff with assessment for learning being the focus rather than assessment of learning.

GENERAL INSTRUCTIONS

2. For one training day the cadet shall be assigned to an Air Rifle Marksmanship Instructor (eg, a specialty instructor within the marksmanship instructional cadre, etc). The duration of the assignment may extend beyond the eight periods of training to include the extracurricular activities component scheduled as part of the CSTC program.

3. The Air Rifle Marksmanship Instructor cadet is assigned to is responsible for conduct and oversight, to include:

- a. ensuring the cadet is briefed on their responsibilities and the planned schedule for the day;
- b. ensuring the cadet is provided the opportunities to perform some or all tasks normally completed by the Air Rifle Marksmanship Instructor;
- c. completing the OJT – Specialty (Air Rifle Marksmanship Instructor Duties) Checklist located at [Appendix 1](#);
- d. debriefing the cadet upon completion and providing them a copy of the OJT – Specialty (Air Rifle Marksmanship Instructor Duties) Checklist; and
- e. ensuring the completed OJT – Specialty (Air Rifle Marksmanship Instructor Duties) Checklist is returned to the cadet's DO/PI Comd/Flt Comd.

TASKS

4. A list of common tasks that an Air Rifle Marksmanship Instructor would perform as part of a normal daily routine has been provided in the OJT – Specialty (Air Rifle Marksmanship Instructor Duties) Checklist. Given the different operating procedures at CSTCs, some tasks listed may not be applicable. In such cases the task shall be marked as 'N/A'. Additionally, any task the cadet completes that is not listed should be noted in the comments section.

SCHEDULING

5. When scheduling OJT – Specialty (Air Rifle Marksmanship Instructor Duties) consideration must be given to such things as the number of Air Rifle Marksmanship Instructors available for the cadets to be assigned to and their schedules to ensure that the OJT experience is inline with the stated purpose.

6. Any number of factors may exist based on the capacity of the CSTC that will not allow for a complete division/platoon/flight to be scheduled for OJT – Specialty (Air Rifle Marksmanship Instructor Duties) at the same time. In this circumstance special consideration must be given to minimize the cadet's absence from other areas of training. For example, scheduling half of a division/platoon/flight for OJT – Specialty (Air Rifle Marksmanship Instructor Duties), while the other is scheduled for OJT– DPO/PI WO/FSgt. Another example would be to schedule half of a division/platoon/flight for a combination of OJT – Specialty (Air Rifle Marksmanship Instructor

Duties) and OJT – DPO/PI WO/FSgt, and half for first aid on Monday and Tuesday and the reverse on Wednesday and Thursday.

7. Many factors come in to play when scheduling this aspect of training and will require early communication and collaboration between the Crse O and other CSTC staff responsible for developing the CSTC's overall training plan. This effort will maximize the OJT experience while minimizing the affect on other areas of training.

REMARKS

8. Considering that the assessment focus of the OJT – Specialty (Air Rifle Marksmanship Instructor Duties) is assessment for learning, it is encouraged that staff involved with this component of training make use of the PCs related to the Air Rifle Marksmanship Instructor Duties that cadets will be performing located in Chapter 3. This is an ideal opportunity for the cadets to practice these PCs and allow for more detailed formative feedback on performance in addition to the overall feedback provided to the cadet after the experience.

9. Consideration should be given to providing cadets with an identifier to be worn while participating in OJT. This may be in the form of a brassard, rank slip-on or some other method provided it is uniformed across the CSTC.

OJT – SPECIALTY (AIR RIFLE MARKSMANSHIP INSTRUCTOR DUTIES CHECKLIST)

Cadet's Name: _____

Division/Platoon/Flight: _____

Task	√	Comments
Assist a Range Safety Officer (RSO)		
Set-up/Dismantle an air rifle range.		
Assist with the inspection of air rifle marksmanship equipment.		
Assist with the distribution/collection of air rifle marksmanship equipment.		
Enforce range safety.		
Score air rifle marksmanship targets.		
Maintain the cadet air rifle.		
Lead an Air Rifle Marksmanship Activity		
Lead a classification air rifle marksmanship activity.		
Lead a competitive air rifle marksmanship activity.		
Lead a fun air rifle marksmanship activity.		
Lead a timed air rifle marksmanship activity.		
Coach Cadets During and Air Rifle Marksmanship and/or Competitive Summer Biathlon Activity		
Apply coaching techniques during an air rifle marksmanship activity.		
Apply coaching techniques during a competitive summer biathlon activity.		
Assist with a Summer Biathlon Activity		
Set-up/Dismantle a summer biathlon venue.		
Lead a warm-up/cool-down session.		
Assume the role of Assistant Chief of Range (Range Assistant).		
Assume the role of Lane Scorekeeper.		
Assume the role of Runner.		
Assume the role of Course Controller.		
Assume the role of Start/Finish Controller.		
Assume the role of Competition Secretary.		
Instruct an Air Rifle Marksmanship Lesson		
Instruct an air rifle marksmanship lesson.		
Extracurricular Activities		
Supervise cadets participating in extracurricular activities.		
Perform Air Rifle Marksmanship Instructor duties to support extracurricular activities.		

Assessor's Name:	Position:
Assessor's Signature:	Date:

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