



# Royal Canadian Air Cadets



## Level One TRAINING WORKBOOK

*Come fly  
with us*



**LEVEL 1**

**WORKBOOK**



**PO 403**  
**General Cadet Knowledge**

**GETTING STARTED**

**Read Chapter 2 in the Level 1 handbook, Sections 1 to 10. It is a good idea to read the chapter once as an introduction to the material and then a second time to better absorb the information.**

**You will be required to take a written exam in this subject area.**

**ACTIVITY ONE** – It is important to know some basic information about the air cadet organization, when it started and who is involved in key positions at your local squadron.

1. The two partners who make up the Air Cadet Organization are \_\_\_\_\_ and the \_\_\_\_\_.

2. The Air Cadet League was officially established on \_\_\_\_\_.

3. List the three aims of the Royal Canadian Air Cadet Organization

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4. State the motto of the Royal Canadian Air Cadet Organization:

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5. What ideas does the motto of the Air Cadet program give you about what you need to do in order to be successful as an air cadet?

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6. State the oath of loyalty.

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7. In order to understand more about the chain of command in your unit and to know more about who the staff members are at your squadron, identify the rank and names of the following staff members:

a) Commanding Officer (CO): \_\_\_\_\_

b) Administration Officer (Admn O): \_\_\_\_\_

c) Training Officer (Trg O): \_\_\_\_\_

d) Supply Officer (Sup O): \_\_\_\_\_

8. Let's find out about the sponsor of your squadron. (Now that you know a bit about the chain of command, you should know who you can ask in the Training department about where you can find answers to these questions.)

*What organization or groups is the sponsor?*

*Who is the chairperson of your squadron's sponsoring committee?*

*How does the sponsor help your squadron?*

**ACTIVITY TWO** – As you know from your reading, correctly recognizing the ranks of others is an important part of being an air cadet.

**1. Draw a picture of each of the following air cadet ranks:**

Leading Air Cadet (LAC)

Corporal (Cpl)

Sergeant (Sgt)

Flight Sergeant (F/Sgt)

Warrant Officer 2<sup>nd</sup> Class (WO2)

Warrant Officer 1<sup>st</sup> Class (WO1)

2. Match the list below to the correct rank by place the correct letter in the blank under each rank.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- a) Lieutenant General
- b) Major General
- c) Brigadier General
- d) Colonel
- e) Lieutenant Colonel
- f) Major
- g) Captain
- h) General
- i) Lieutenant
- j) Second Lieutenant
- k) Officer Cadet



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**ACTIVITY THREE** – Test what you know about the paying of compliments by answering the following questions either T (true) or F (false):

1. A salute is a sign of respect. \_\_\_\_\_
2. Turning your eyes to the right and looking your superior in the face is a form of a salute. \_\_\_\_\_
3. Warrant officers shall be saluted by cadets who are lower in rank. \_\_\_\_\_
4. Cadets must salute any commissioned officer \_\_\_\_\_
5. Cadets salute when entering or leaving the office of an officer. \_\_\_\_\_
6. Corporals are to be addressed by “Sir” or “Ma’am.” \_\_\_\_\_
7. When addressing higher ranking personnel one should always remain at attention unless told otherwise. \_\_\_\_\_

**ACTIVITY FOUR** – The uniform is an important symbol of the Air Cadet program. Fill in the blanks for the following questions about the uniform:

1. Cadets are to only wear the uniform when \_\_\_\_\_.
2. The dress and appearance of a cadet shall always reflect \_\_\_\_\_  
\_\_\_\_\_.
3. Shoulder flash should be \_\_\_\_\_ from the top seam of the sleeve.
4. Proficiency badge should be \_\_\_\_\_ inches from the bottom of the \_\_\_\_\_ sleeve.
5. Name tags should be worn on the \_\_\_\_\_ side of the uniform.
6. Pressing the tunic eliminates \_\_\_\_\_.
7. When ironing, always use a \_\_\_\_\_.
8. Your uniform is \_\_\_\_\_ property and must be cared for and safeguarded from being lost or damaged.
9. \_\_\_\_\_ is the way you act. While in uniform you should reflect the pride you have in yourself and your squadron.

**ACTIVITY FIVE** – Part of learning to become a good leader is to first learn to be a good follower.

Pick three duties of being a follower that you feel are the most important and list them. Why do you think they are the most important?

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**ACTIVITY SIX** – There are many training opportunities in the Air Cadet program. Answer the following questions:

1. In order to be eligible for promotions or summer training courses, cadets must first successfully complete their \_\_\_\_\_.

2. From the list of summer training courses in Section 9 of Chapter 2, list three courses that you hope to take while you are a cadet. Why do these courses interest you?

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## PO 404

### CITIZENSHIP

#### GETTING STARTED

**Read Chapter 3 in the Level 1 handbook. It is a good idea to read the chapter once as an introduction to the material and then a second time to better absorb the information.**

**ACTIVITY ONE** – We are very fortunate to live in Canada. It is important that we understand the rights, privileges and responsibilities of being a citizen of Canada.

1. List the Rights guaranteed to all Canadian citizens:

a) the right to \_\_\_\_\_

b) the right to \_\_\_\_\_

c) the right to \_\_\_\_\_

2. Some people are Canadian citizens by birth and did not have to take the citizenship oath.

Having knowledge of the oath that citizens, who are not Canadian by birth, must take is important as it reminds us of our responsibilities as citizens. Fill in the blanks below:

I, \_\_\_\_\_, swear or affirm that I will be faithful and bear true allegiance to  
\_\_\_\_\_ the Second, Queen of \_\_\_\_\_, Her Heirs, and Successors,

according to law and that I will faithfully observe the \_\_\_\_\_ of Canada and fulfil my \_\_\_\_\_ as a Canadian citizen.

3. List the four roles of being a good citizen:

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4. Canada is a \_\_\_\_\_ society with \_\_\_\_\_ representatives of the people.

5. How does being an Air Cadet help you to develop good citizenship?

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**ACTIVITY TWO** – One of the most important symbols of a country is the national flag.

Understanding the history of the Canadian national flag also helps us to understand the history and development of our country.

1. Do your best to draw the four flags which form the history of our national flag. (Draw them in order of their history from earliest to our current national flag and label them.)

a)

b)

c)

d)

2. The present National Flag was officially proclaimed on

\_\_\_\_\_.

3. Canada's National Anthem is called \_\_\_\_\_. It was officially adopted on \_\_\_\_\_.

4. List four occasions when you would sing the National Anthem.

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## PO 405

### PHYSICAL FITNESS

#### GETTING STARTED

**Read Chapter 4 in the Level 1 handbook. It is a good idea to read the chapter once as an introduction to the material and then a second time to better absorb the information. After reading the chapter, test your knowledge by answering the following questions:**

1. Is physical fitness one of the primary aims of the cadet movement? (Circle)

Yes                  No

2. Put an X beside each of the four main areas of the body to be stretched before a major physical activity.

\_\_\_ attitude                  \_\_\_ imagination                  \_\_\_ toes

\_\_\_ pigtails                  \_\_\_ legs                  \_\_\_ arms

\_\_\_ finger tips                  \_\_\_ torso                  \_\_\_ neck



3. List the six fitness-performance tests of the Air Cadet fitness Programme (ACFP).

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4. It is important to stretch in order to reduce the risk of \_\_\_\_\_. (fill in the blank)

- a) Aids
- b) Heartache
- c) Headache
- d) Injury
- e) Negative interaction with Officers

5. Using Figure 4-13, what level of fitness would a 14 year old female obtain if she ran the 2400 meters in 16 minutes? Please circle.

- a) Bronze
- b) Silver
- c) Gold
- d) Excellence

## PO 406

### SENSIBLE LIVING

#### GETTING STARTED

**Read Chapter 5 in the Level 1 handbook. It is a good idea to read the chapter once as an introduction to the material and then a second time to better absorb the information.**

#### *Sensible Living* *“Challenge Project”*

**Objective:** To fulfill the objective requirements for Level 1.

**Method:**

1. Keep a daily journal of all the foods you eat for seven days on the sheets provided. Please include approximate serving size.

2. Include any exercise or physical activity you have participated in on a daily basis.

3. Reflection:

a) How closely does your eating follow the Canadian Food Guide? Not even close, somewhat, well, very well?

i) In which areas are you lacking?

ii) In which areas do you exceed the recommended amount?

- b) If there are foods you cannot, or don't eat, how do you compensate?
- c) If you could create a food group of your own, what would it be? Include 3 examples that would fit in this group.
- d) In your weekly exercise routine, do you feel that you do enough? Why or Why not? Does your routine include appropriate warm-up and cool-down activities?
- e) Do you feel there are any areas that you can improve upon in order to pursue a healthier and safer lifestyle?

**DAY ONE MENU**

<b>BREAKFAST:</b>	_____	<b>DINNER:</b>	_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

<b>LUNCH:</b>	_____	<b>SNACKS:</b>	_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

**PHYSICAL ACTIVITY (type and duration):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**\*BONUS\*: 1. What does AADAC stand for?**

**DAY TWO MENU**

<b>BREAKFAST:</b>	_____	<b>DINNER:</b>	_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

<b>LUNCH:</b>	_____	<b>SNACKS:</b>	_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

**PHYSICAL ACTIVITY (type and duration):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**\*BONUS\*: 2. What does M.A.D.D. stand for?**

**DAY THREE MENU**

<b>BREAKFAST:</b>	_____	<b>DINNER:</b>	_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

<b>LUNCH:</b>	_____	<b>SNACKS:</b>	_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

**PHYSICAL ACTIVITY (type and duration):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**\*BONUS\*: 3. What does D.A.R.E. stand for?**

**DAY FOUR MENU**

<b>BREAKFAST:</b>	_____	<b>DINNER:</b>	_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

<b>LUNCH:</b>	_____	<b>SNACKS:</b>	_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

**PHYSICAL ACTIVITY (type and duration):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**\*BONUS\*: 4. What does AA stand for?**

**DAY FIVE MENU**

<b>BREAKFAST:</b>	_____	<b>DINNER:</b>	_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

<b>LUNCH:</b>	_____	<b>SNACKS:</b>	_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

**PHYSICAL ACTIVITY (type and duration):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**\*BONUS\***: 5. What does K.I.S.S. stand for?

**DAY SIX MENU**

<b>BREAKFAST:</b>	_____	<b>DINNER:</b>	_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

<b>LUNCH:</b>	_____	<b>SNACKS:</b>	_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

**PHYSICAL ACTIVITY (type and duration):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**\*BONUS\***: 6. What does S.A.D.D. stand for?

**DAY SEVEN MENU**

<b>BREAKFAST:</b>	_____	<b>DINNER:</b>	_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

<b>LUNCH:</b>	_____	<b>SNACKS:</b>	_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

**PHYSICAL ACTIVITY (type and duration):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**\*BONUS\*: 7. What does R.A.A.D. stand for?**

CANADA'S  
**Food Guide**  
 TO HEALTHY EATING  
 FOR PEOPLE FOUR YEARS AND OVER

### Different People Need Different Amounts of Food

The amount of food you need every day from the 4 food groups and other foods depends on your age, body size, activity level, whether you are male or female and if you are pregnant or breast-feeding. That's why the Food Guide gives a lower and higher number of servings for each food group. For example, young children can choose the lower number of servings, while male teenagers can go to the higher number. Most other people can choose servings somewhere in between.

<b>Grain Products</b> <b>5-12</b> SERVINGS PER DAY	<b>1 Serving</b> 	<b>2 Servings</b> 
	1 Slice Cold Cereal 30 g Hot Cereal 175 mL 3/4 cup	1 Bagel, Pita or Bun Pasta or Rice 250 mL 1 cup

<b>Vegetables &amp; Fruit</b> <b>5-10</b> SERVINGS PER DAY	<b>1 Serving</b>		
		Fresh, Frozen or Canned Vegetables or Fruit 	Salad 

<b>Milk Products</b> CHILDREN 4-9 years: 2-3 TEENS 10-14 years: 3-4 ADULTS: 2-4 Pregnant & Breast-feeding Women: 3-4	<b>1 Serving</b>		
		Cheese 3"x1"x1" 50 g 2 Slices 50 g	

**Other Foods**

Taste and enjoyment can also come from other foods and beverages that are not part of the 4 food groups. Some of these foods are higher in fat or calories, so use these foods in moderation.

<b>Meat &amp; Alternatives</b> <b>2-3</b> SERVINGS PER DAY	<b>1 Serving</b>			
	Meat, Poultry or Fish 50-100 g	Fish 1/3-2/3 Can 50-100 g Beans 125-250 mL 1-2 Eggs	100 g (1/3 cup) Peanut Butter 30 mL, 2 tbsp	



Enjoy eating well, being active and feeling good about yourself. That's **VITALIT**





## PO 410

### EFFECTIVE SPEAKING

#### GETTING STARTED

Read Chapter 6 in the Level 1 handbook. It is a good idea to read the chapter once as an introduction to the material and then a second time to better absorb the information.

**ACTIVITY ONE** - To complete this subject, you will be required to deliver a one minute speech about yourself. This activity will familiarize you with some effective communication principles that you should use during your speech.

1. What are the “three P’s”?

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2. a. You will be speaking to your peers. How should you treat them?

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b. The best insurance against failure is

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- c. Your appearance will make a first impression on your audience. What's one thing you can do to make it a positive one?
- 

- d. Match the voice characteristics with their descriptions:

___ Pitch	a) Should be definite and planned for variety and interest.
___ Volume	b) Depends on the size of the audience, the audience's ability, and the difficulty of the material
___ Rate	c) Wins confidence and avoids unwanted attention.
___ Quality	d) Clarity, resonance, and reasonable pitch
___ Articulation	e) The force with which you speak
___ Pauses	f) The speaking level.
___ Pronunciation	g) The clarity with which you speak the parts of each word

**ACTIVITY TWO** – Crafting your speech:

3. a. List three things about yourself that you could present in your speech.

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- b. Using one or more of the above points, write out your speech on a separate piece of paper (remember this is a **one minute** speech).

You are now ready to rehearse and then present your speech. Review the points on presentation in your Level One handbook and use these when you present.



**AIRCRAFT IDENTIFICATION**

**GETTING STARTED**

Read Chapter 7 in your Level 1 handbook. It is a good idea to read the chapter once as an introduction to the material and then a second time to better absorb the information.

**ACTIVITY**

1. Identify the following aircraft as one of the following:
  - a. Passenger Aircraft
  - b. Helicopter
  - c. Bomber
  - d. Fighter
  - e. Transport



2. Given the following pictures, identify the aircraft as MILITARY, CIVILIAN, or CADET aircraft:



3. The following aircraft originate from one of the following countries. Identify from which country the aircraft comes:

- A. Britain
- B. USSR/Russia
- C. USA
- D. Israel



B-52 Bomber

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Hawker Harrier

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MIG 23

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Stealth Bomber

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Kfir

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Vulcan Bomber

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Raptor

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**PO 412**  
**AERONAUTICAL FACILITIES**

**GETTING STARTED**

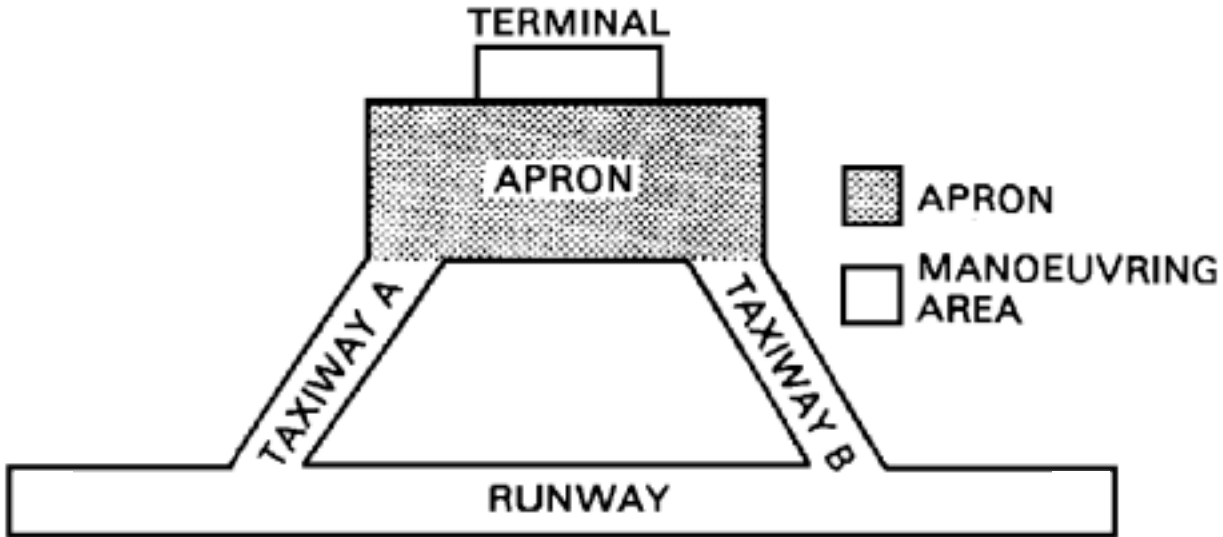
**Read Chapter 8 in the Level 1 handbook. It is a good idea to read the chapter once as an introduction to the material and then a second time to better absorb the information.**

**ACTIVITY** – Identify Major Components of an Aerodrome:

1. Draw a line from the aerodrome component to the statement which best describes it.

- |                  |   |
|------------------|---|
| A. Runway        | 1. It is used by aircraft to move between the apron and the runway.                         |
| B. Control Tower | 2. It is used for passengers arriving and departing, as well as baggage and cargo handling. |
| C. Taxiway       | 3. It is where primary flight instruction is given.   |
| D. Apron         | 4. It is used to indicate the wind direction and approximate wind speed.                    |
| E. Hangar        | 5. It ensures the safe and efficient movement of aircraft at an aerodrome.                  |
| F. Windsock      | 6. It is the area on which aircraft land and take-off.                                      |
| G. Terminal      | 7. It is a licensed aerodrome, meeting all safety requirements.                             |
|                  | 8. It is used for the storage, protection and maintenance of aircraft.                      |
|                  | 9. It is used for the loading and unloading of passengers and cargo.                        |

2. Identify Runways by placing the appropriate colored lights to the correct Runway parts. (see the chart below the diagram on airport lighting)



White	Runway
Red	End of Runway
Green	Threshold
Blue	Taxiway

3. Assume that the above diagram is aligned so that north is at the top (the terminal is due north of the runway). Fill in the missing Runway numbers in the diagram above following the correct rules for numbering runways.

*This list will be used by questions 4, 5 and 6. Each answer will be used only once.*

Centre Line
White X
Landing Zone Hatchings
Threshold
Red Lights

4. Label the Aerodrome Markings on this runway diagram from the above list.



5. Danger areas on an airport are indicated by: \_\_\_\_\_.

6. Obstructions are indicated by: \_\_\_\_\_.

7. Identify crash and emergency response equipment (*Circle all items that are part of the Airport's Emergency Response System*)

- catering truck
- fire fighting trucks
- fire resistant clothing
- baggage carts
- foam truck
- ambulances
- aircraft towing vehicle
- fire prevention training
- water truck
- personal air packs
- specially trained personnel
- fire prevention program
- snow plow
- hanger



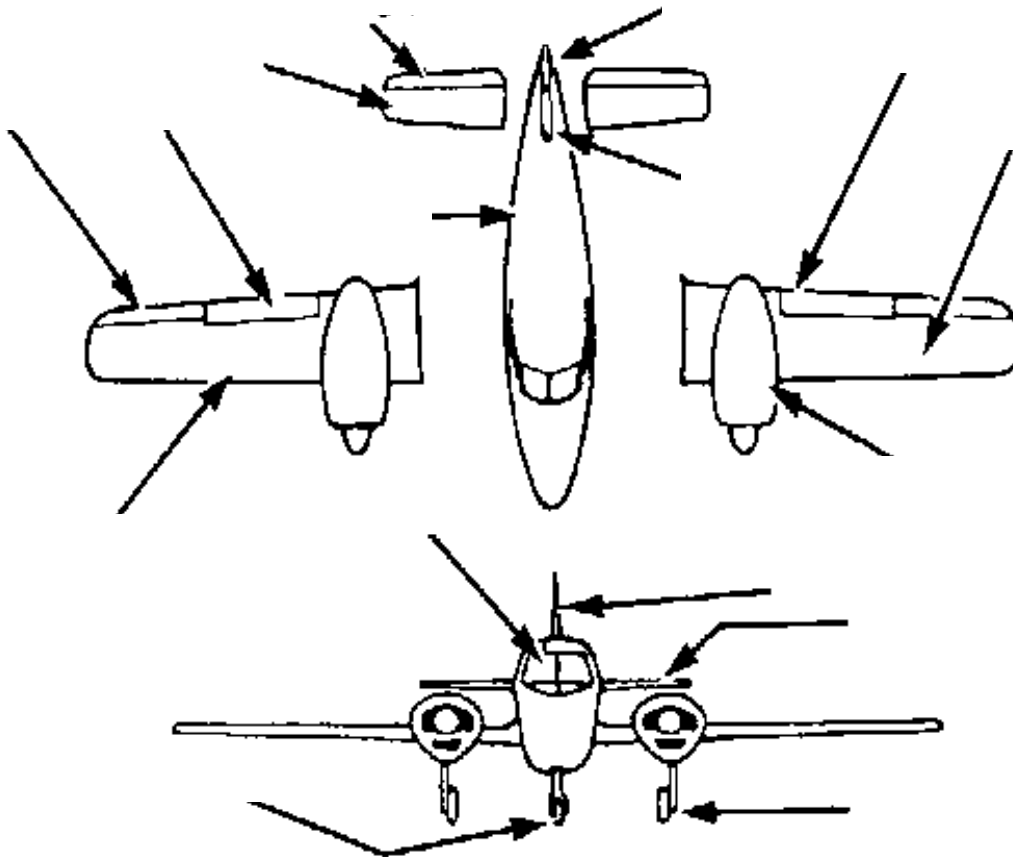
AIRFRAMES

GETTING STARTED

Read Chapter 9 in the Level 1 Handbook. It is a good idea to read the chapter once as an introduction to the material and then a second time to better absorb the information.

ACTIVITY ONE – Parts of an aircraft

1. From the list below, identify the parts of an aircraft by labeling the diagram.



Nose Wheel  
Fin  
Trailing Edge  
Flap

Fuselage  
Cockpit  
Rudder  
Leading Edge

Elevator  
Stabilizer  
Aileron

Main Wheel  
Engine Nacelle  
Mainplane

**ACTIVITY TWO** – Answer the following questions:

2. List two things that can be contained in the fuselage.

\_\_\_\_\_

3. Flaps control the rolling of the aircraft. T/F

4. a) \_\_\_\_\_ is the vertical part of the tail that provides stability.

b) \_\_\_\_\_ is control surface used in controlling yaw.

c) \_\_\_\_\_ is the horizontal surface of the tail unit.

d) \_\_\_\_\_ are movable surfaces that make the aircraft climb or descend.

5. What are the two arrangements of landing gear?

\_\_\_\_\_

6. Using figure 9-2 on page 9-2, figure 9-3 on page 9-3 and figure 9-5 on page 9-4 as a reference while answering the following questions on the effects of flight controls.

a. The pilot moves the ailerons by using the

\_\_\_\_\_.

b. The pilot moves the rudder by using the

\_\_\_\_\_.

c. The pilot moves the elevator by moving the

\_\_\_\_\_.

7. What are the three common types of fuselage construction?

\_\_\_\_\_

8. Airmanship is:

a) skill in the handling and operating of airplanes on the ground

b) skill in the handling and operating of airplanes in the air

c) a matter of safety

d) all of the above.

9. Match the term with the letter of the correct explanation.

1. \_\_\_ Clean windows

a. Pre-flight check

2. \_\_\_ Aircraft is airworthy and has no

b. Airplane cleanliness

damage

3. \_\_\_ Documents maintained on every

c. Run-up

aircraft

4. \_\_\_ Checking of the instruments, engine

d. Maintenance records

and controls

10. You will be provided with a model aeroplane kit and are required to build it and bring it in for inspection.





PO 419  
AIRCREW SURVIVAL

GETTING STARTED

Read Chapter 10 in the Level 1 handbook. It is a good idea to read the chapter once as an introduction to the material and then a second time to better absorb the information.

ACTIVITY ONE - Care Of Personal Equipment

1. Of the many items that this cadet is carrying, list the eight items that you should keep in a survival situation.



- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.

2. In a survival situation clothing is very important one should always keep clothes \_\_\_\_\_ and in good \_\_\_\_\_. At the same time clothing should never be left \_\_\_\_\_ by the fire. It is important to keep \_\_\_\_\_ and \_\_\_\_\_ dry at all times. Clothing may be stored in a \_\_\_\_\_ to be kept \_\_\_\_\_ at all times.

3. Which four of the following statements would be considered safety precautions for knives? (Circle your answers)

- Check For sharpness
- Always cut towards you
- You should always carry your knife on the front part of your belt
- Check for tightness of the handle
- Keep knives dirty
- Always tie cord to knife then attach to neck to prevent loss
- Never throw your knife
- Knives should always be clean

**ACTIVITY TWO - FIRE (Circle the correct answer)**

1. Equip yourself with a shovel and/or pail before you light the fire.

DO

Don't

2. Start a fire where a tenant has posted a notice prohibiting fires.

DO

Don't

3. Build a fire bigger then necessary.

DO

Don't

4. Build your fire at least 50 feet from any structure or flammable debris.

DO

Don't

5. Get permission to have a campfire on public land.

DO

Don't

6. Attend your fire and be certain it is fully extinguished before departing the location.

DO

Don't

7. Start a fire when a strong wind is blowing.

DO

Don't

8. Start your fire where no tree is near or under trees overhanging branches.

DO

Don't

9. List 4 things you can use when starting a fire.

10. What 3 things are essential to start and maintain a proper fire?

11. Identify this object!



**ACTIVITY THREE – ACTIONS TAKEN WHEN LOST!**

1. Describe what **STOP** is?

**S:**

**T:**

**O:**

**P:**

ACTIVITY FOUR - THE SEVEN ENEMIES OF SURVIVAL

1. Seven Enemies of Survival - Match each enemy with correct definition.
- A. Nature's way of making you pay attention to something that is wrong with you.  
Staying busy can combat it.
  - B. Can affect a person's ability to think rationally and increase susceptibility to cold, pain and fear.
  - C. This is often the toughest to overcome because it is not expected. Keeping busy can combat it.
  - D. Lowers ability to think and your will to do anything but warm again. Keep Busy!
  - E. Can make you careless and adopt a feeling of just not caring. Try to recognize the dangers of the situation and summon strength to carry on.
  - F. Can dull your mind and ability to think and lead to dehydration.
  - G. When it is quiet and you are sitting by yourself, you might feel this.

\_\_\_\_\_ PAIN

\_\_\_\_\_ COLD

\_\_\_\_\_ THIRST

\_\_\_\_\_ HUNGER

\_\_\_\_\_ FATIGUE

\_\_\_\_\_ BOREDOM

\_\_\_\_\_ LONELINESS

**CAMP ROUTINE**

You are on a survival exercise. These questions deal with bivouac set-up and survival tips.

- 1. Where should your latrine be?
  - a. next to your tent
  - b. away from your water supply and preferably downwind
  - c. downstream from drinking water point
  - d. there is no preferred location

2. Where should spare clothing and equipment be kept?

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3. List three things you can do to stay safe from dangerous animals?

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**PO 421**

**RANGE**

**GETTING STARTED**

**Read Chapter 11 in your Level One Handbook. It is a good idea to read the chapter once as an introduction to the material and then a second time to better absorb the information. You will have some practical testing from your Training Officer to complete this PO.**

**ACTIVITY ONE**

1. What is the most important principle a beginning shooter should learn?

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2. The following are rules for handling firearms. Fill in the blanks from the list below to complete the rules. Use each answer only once.

- a. Treat each rifle as if it were \_\_\_\_\_.
- b. Follow all \_\_\_\_\_ given by the range officer.
- c. Always point the rifle in a \_\_\_\_\_.
- d. Be sure of your \_\_\_\_\_ before you shoot.
- e. Only touch a rifle when \_\_\_\_\_ to do so by the instructor.
- f. Careless \_\_\_\_\_ costs lives.

yours          laws          commands          loudest yell          target          signals  
crowded room          backstop          people          loaded          anyone  
range officer          broken          firm way          your dad's car  
told          highest ranking person          safe direction          self          handling



ACTIVITY TWO

1. List the correct order of parts to remove when disassembling a rifle:

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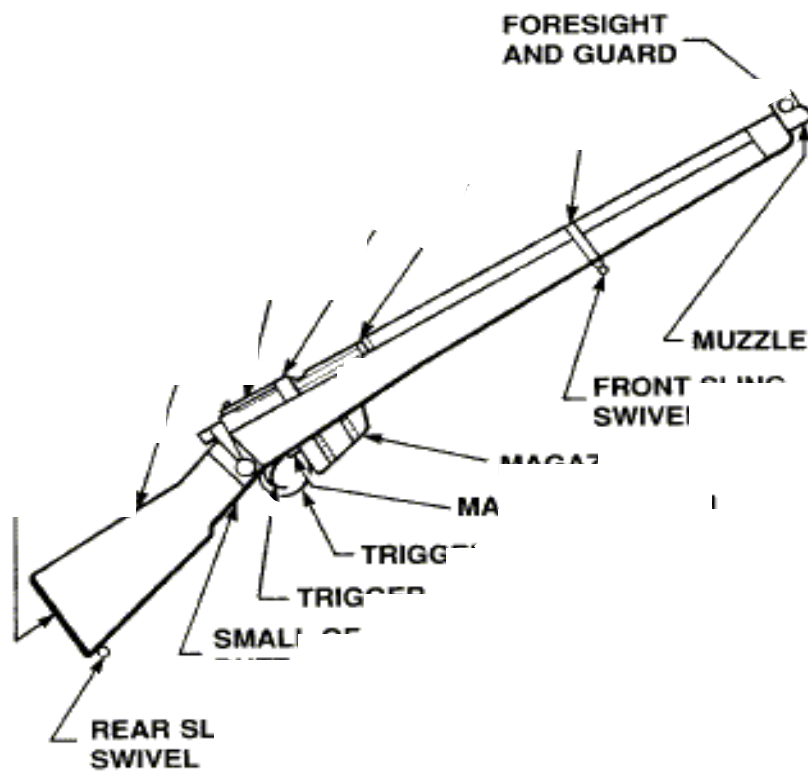


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2. Identify the parts of a rifle from the list below:



Leaf Sight lowered  
 Breech  
 Foresight Guard  
 Muzzle  
 Butt Plate

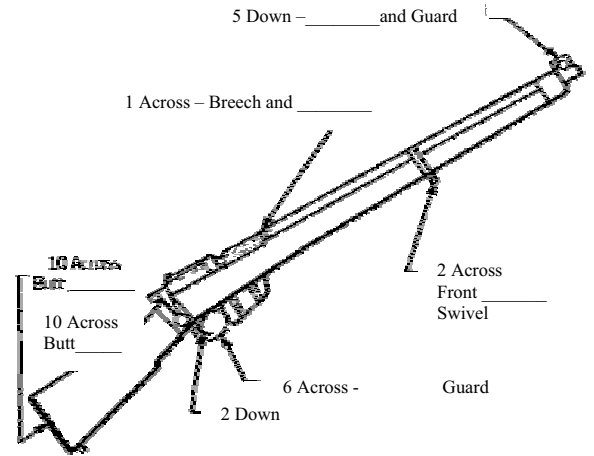
Magazine  
 Trigger Guard  
 Small of Butt  
 Bridge with Charger Guide  
 Rear Sling Swivel

Butt  
 Outer band  
 Front Sling Swivel  
 Magazine catch

**3. Complete the following crossword puzzle using the clues and diagram below.**

**Down**

1. Shooters must fire from the \_\_\_\_\_ position
3. When cleaning a rifle, we use a pull \_\_\_\_\_ rod
4. To keep from moving the rifle when shooting, it is important to "\_\_\_\_\_ " the trigger
6. The two essentials of marksmanship are \_\_\_\_\_ and trigger control.
7. Never point a rifle at \_\_\_\_\_
8. The command for stop firing. \_\_\_\_\_ - fire



**Across**

3. Air rifles used by the Air Cadet program are made by \_\_\_\_\_.
4. When given the command to load, insert one round into the \_\_\_\_\_
5. The first part of 1 across: " \_\_\_\_\_ and ...".
7. No one will begin firing until the command is given by the range \_\_\_\_\_ officer
8. Daily \_\_\_\_\_ and maintenance are necessary for the rifle to operate efficiently.
9. It is important to clean all dust from the rifle, followed by a light coat of \_\_\_\_\_

