



## ROYAL CANADIAN SEA CADETS

### PHASE FOUR

### INSTRUCTIONAL GUIDE



### SECTION 1

### EO M407.01 – IDENTIFY PHASE FOUR TRAINING OPPORTUNITIES

Total Time:

30 min

### PREPARATION

#### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy Attachment A for each cadet.

#### PRE-LESSON ASSIGNMENT

Nil.

#### APPROACH

An in-class activity was chosen for TPs 1 as it is an interactive way to provoke thought and stimulate an interest in Phase Four training opportunities among the cadets.

An interactive lecture was chosen for TP 2 to orient the cadets and generate an interest in Phase Four complementary training opportunities.

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about leadership appointments at the corps.

### INTRODUCTION

#### REVIEW

Nil.

#### OBJECTIVES

By the end of this lesson the cadet shall have identified the training opportunities they will receive in Phase Four.

#### IMPORTANCE

It is important for cadets to know what training will be conducted during Phase Four to give them an overview of what the training year will entail. This lesson will prepare the cadets for the training year and help generate interest in the topics.

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**Teaching Point 1**

**Conduct an in-class activity to identify Phase Four mandatory training opportunities.**

Time: 10 min

Method: In-Class Activity

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**OVERVIEW**

The training program is broken into performance objectives (POs), which are the overall subjects, and enabling objectives (EOs), which are the topics within each PO. Training is conducted as mandatory and complementary components.

**MANDATORY TRAINING**

Mandatory training encompasses the EOs that all cadets must complete throughout the training year.

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**ACTIVITY**

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**OBJECTIVE**

The objective of this activity is to have the cadets participate in a gallery walk of information for each PO.

**RESOURCES**

Resources will be IAW with each PO as listed below.

**ACTIVITY LAYOUT**

Set up a station for each PO with information, pictures, videos and other training aids at each station that will exemplify what the cadet will learn in each PO.

**PO 401—CITIZENSHIP**

Citizenship provides the cadets with an opportunity to identify the role of Youth Justice within Canada.



An example of information / training aids that could be set up at this station is information about local service groups.

**PO 402—COMMUNITY SERVICE**

Community service provides the cadets with an opportunity to perform community service. The community service should provide a direct benefit to the community and promote good citizenship.



An example of information / training aids that could be set up at this station is pictures from various community service activities in which the corps has participated.

**PO 403—LEADERSHIP**

Leadership provides the cadets with an opportunity to apply their leadership knowledge and skills through practical application in a leadership appointment. The cadets will:

- use a team to accomplish a single major duty or task;
- act as a team leader;
- supervise and motivate team members;
- provide feedback to team members; and
- develop skills and knowledge of team members.



Examples of information / training aids that could be set up at this station include:

- pictures of famous leaders,
- list of leadership appointments in the corps,
- leadership quotes, and
- pictures of cadets from the corps participating in leadership activities / taskings.

**PO 404—PERSONAL FITNESS AND HEALTHY LIVING**

Personal fitness and healthy living provides the cadets with an opportunity to update their personal activity plans (from Phase Three) for the training year. The cadets will:

- participate in the Cadet Fitness Assessment,
- update Personal Activity Plan, and
- evaluate Personal Activity Plan.

This PO gives the cadets some of the tools required to make informed choices in order to follow a healthy lifestyle. This is important as physical fitness is one of the aims of the Cadet Program.



Examples of information / training aids that could be set up at this station include:

- the DVD included in the *Fitnessgram 8.0 Stand-Alone Test Kit*,
- a CD / cassette player with the audio recording of the *20-m Shuttle Run Test* beeps, and
- copies of the Cadet Fitness Assessment Scoresheet.

**PO 405—RECREATIONAL SPORTS**

Recreational sports provide the cadets with an opportunity to participate in organized recreational team sports. This is important as physical fitness is one of the aims of the Cadet Program.



Examples of information / training aids that could be set up at this station include:

- soccer ball,
- volleyball,

- floor hockey ball,
- hockey sticks,
- Frisbees, and
- pictures of cadets at the corps participating in recreational sports.

#### **PO 406—AIR RIFLE MARKSMANSHIP**

Air rifle marksmanship provides the cadets with an opportunity to participate in a recreational marksmanship activity.



A miniature range could be set up at this station, to include:

- a mat,
- a cadet air rifle,
- sample targets,
- a scope,
- a sling, and
- safety goggles / glasses.

#### **PO 407—GENERAL CADET KNOWLEDGE**

General cadet knowledge provides the cadets with the information required to serve as a member of a sea cadet corps. Cadets will:

- identify the training opportunities available in Phase Four, and
- identify the year four CSTC training opportunities.



Examples of information / training aids that could be set up at this station include:

- information sheets / poster on Phase Four training opportunities, and
- information sheets / poster on year four summer training opportunities.

#### **PO 408—DRILL**

Drill provides the cadets with an opportunity to direct a squad on the parade square. The cadets will:

- discuss professionalism while commanding a division,
- identify parade sequence,
- perform as a divisional petty officer on parade, and
- inspect a cadet on parade.



Examples of information / training aids that could be set up at this station include:

- a copy of A-PD-201-000/PT-000 *Canadian Forces Manual of Drill and Ceremonial*,
- a video of cadets participating in drill, and
- pictures of the cadets in the corps participating in drill.

#### **PO 409—INSTRUCTIONAL TECHNIQUES**

Instructional techniques provides the cadets with an opportunity to instruct a lesson. The cadets will:

- identify methods of instruction,
- identify elements of a positive learning environment,
- describe learner needs,
- explain assessment, and
- instruct a 30-minute lesson.



Examples of information / training aids that could be set up at this station include:

- copies of completed lesson plans, and
- various types of instructional aids.

#### **PO 420—CANADIAN NAVY AND MARITIME COMMUNITY**

Canadian Navy and maritime community provides the cadets with an opportunity to describe aspects of the Canadian Navy. The cadets will:

- describe current naval operations,
- describe the modernization of the Canadian Navy,
- describe the Canadian Coast Guard, and
- identify Transport Canada as a Maritime Agency.



Examples of information / training aids that could be set up at this station include:

- pictures of various HMC ships,
- pictures of HMC ship mascots,
- pictures of modern ship equipment,
- articles about Fisheries and Oceans Canada, and
- information about Transport Canada.

## PO 423—SHIP'S OPERATIONS

Ship's operations provides the cadets with an opportunity to learn to serve in a naval environment. The cadets will:

- identify aspects of a chart,
- use navigation instruments,
- describe latitude and longitude, and
- plot a fix.



Examples of information / training aids that could be set up at this station include:

- charts, and
- navigation equipment.

## PO 424—SAILING

Sailing provides the cadets with an opportunity to participate in a sailing weekend IAW the Canadian Yachting Association (CYA) White Sail Level II.



Examples of information / training aids that could be set up at this station include:

- pictures / videos of cadets sailing, and
- a model sailboat.

## Seamanship Inter-Divisional Competition

The seamanship inter-divisional competition (SIDC) provides the cadets with an opportunity to compete with their peers in activities, such as:

- trivia questions from Phase training,
- ropework,
- ship's operations, and
- team building.



Examples of information / training aids that could be set up at this station include:

- a model sheers,
- examples of ropework,
- pictures / models of ships, and
- pictures / videos of cadets participating in the SIDC.

## ACTIVITY INSTRUCTIONS

Have the cadets walk around the classroom, visiting each station.

**SAFETY**

Nil.

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**CONFIRMATION OF TEACHING POINT 1**

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

**Teaching Point 2****Identify Phase Four complementary training opportunities.**

Time: 5 min

Method: Interactive Lecture



Discuss the complementary training opportunities that will be taught for each PO. The following information is a summary of the complementary training offered in Phase Four.

**PHASE FOUR COMPLEMENTARY TRAINING**

Complementary training provides corps staff with a variety of EOs they can choose to instruct. These lessons are used to complement mandatory training.

**PO 401—CITIZENSHIP**

Complementary training for citizenship provides the cadets an opportunity to:

- discuss age-based laws,
- discuss federal and provincial jurisdictions,
- discuss computer crime, and
- participate in a presentation given by a guest speaker from a local community service group.

**PO 402—COMMUNITY SERVICE**

Complementary training for community service provides the cadets an opportunity to:

- participate in a ceremonial parade; and
- perform additional community service.

**PO 403—LEADERSHIP**

Complementary training for leadership provides the cadets an opportunity to:

- self-assess leadership skills,
- participate in a seminar on problem solving,
- participate in a seminar on time management,
- participate in a seminar on communication, and
- participate in a seminar on supervision.

#### **PO 404—PERSONAL FITNESS AND HEALTHY LIVING**

Complementary training for personal fitness and healthy living provides the cadets an opportunity to:

- describe nutrition and hydration requirements for fitness and sports activities,
- conduct the cadet fitness assessment,
- evaluate personal activity plan,
- describe stress,
- develop a personal nutrition plan, and
- create team goals.

#### **PO 405—RECREATIONAL SPORTS**

Complementary training for recreational sports provides the cadets an opportunity to:

- participate in an organized sports tabloid,
- participate in an organized intramural sports event, and
- participate in an orienteering event.

#### **PO 406—AIR RIFLE MARKSMANSHIP**

Complementary training for air rifle marksmanship provides the cadets an opportunity to:

- identify civilian marksmanship organizations, and
- correct marksmanship error,
- fire the cadet air rifle from the standing position,
- practice holding techniques,
- practice aiming techniques,
- practice firing techniques, and
- participate in a recreational marksmanship activity.

#### **PO 407—GENERAL CADET KNOWLEDGE**

Complementary training for general cadet knowledge provides the cadets an opportunity to prepare for phase five training.

#### **PO 408—DRILL**

Complementary training for drill provides the cadets an opportunity to:

- discuss the historical use of drill,
- view a re-enactment that demonstrates the historical use of drill,
- execute flag party drill,
- deliver words of command, and
- practice ceremonial drill as a review, and execute drill with arms.

**PO 409—INSTRUCTIONAL TECHNIQUES**

Complementary training for instructional techniques provides the cadets an opportunity to:

- plan a lesson,
- instruct a 30-minute lesson,
- act as an assistant instructor,
- participate in a creative lesson planning workshop,
- instruct a 30-minute drill lesson,
- identify formations for drill instruction,
- plan a drill lesson, and
- instruct a 15-minute drill lesson.

**PO 411—BIATHLON**

Complementary training for biathlon provides the cadets an opportunity to:

- practice aiming and firing the cadet air rifle following physical activity,
- participate in a recreational summer biathlon activity,
- identify civilian biathlon opportunities,
- run on alternate terrain,
- fire the cadet air rifle using a sling following physical activity,
- participate in a competitive summer biathlon activity,
- participate in a biathlon briefing,
- run wind sprints, and
- fire the cadet air rifle following physical activity.

**PO 420—CANADIAN NAVY AND MARITIME COMMUNITY**

Complementary training for Canadian Navy and maritime community provides the cadets an opportunity to:

- describe Fisheries and Oceans Canada,
- describe civilian maritime agencies and institutions,
- describe D-Day and the Battle of Normandy, and
- attend a presentation on a naval commemorative event.

**PO 421—ROPEWORK**

Complementary training for ropework provides the cadets an opportunity to:

- make a boatswain's belt,
- make a round mat, and
- make a net hammock.

### **PO 422—SMALL CRAFT OPERATIONS**

Complementary training for small craft operations provides the cadets an opportunity to attain a pleasure craft operator competency card and to describe the responses to changing states of weather while operating a small craft.

### **PO 423—SHIP'S OPERATIONS**

Complementary training for ship's operations provides the cadets an opportunity to:

- plot a position using a three-bearing fix, and
- plot a position using a horizontal angle fix.

### **PO 425—NAUTICAL TRAINING**

Complementary training for nautical training offers two options that provide the cadets an opportunity to:

- perform small craft / vessel duties while underway; or
- participate in a nautical activity that will reinforce mandatory and / or complementary training, allow cadets to participate in naval aspects of the CF or maritime community / industry, and provide a hands-on opportunity that introduces new skills / knowledge.

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## **CONFIRMATION OF TEACHING POINT 2**

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### **QUESTIONS:**

- Q1. What is the purpose of complementary training?
- Q2. What complementary training is associated with PO 401–Citizenship?
- Q3. What complementary training is associated with PO 421–Ropework?

### **ANTICIPATED ANSWERS:**

- A1. Complementary training is used to complement the mandatory training.
- A2. Complementary training for citizenship includes:
- discuss age-based laws,
  - discuss federal and provincial jurisdictions,
  - discuss computer crime, and
  - participate in a presentation given by a guest speaker from a local community service group.
- A3. Complementary training for ropework includes:
- make a boatswain's belt,
  - make a round mat, and
  - make a hammock.

**Teaching Point 3****Discuss leadership appointment opportunities at the corps.**

Time: 5 min

Method: Group Discussion

**BACKGROUND KNOWLEDGE**

The point of the group discussion is to recognize leadership appointment opportunities in the corps from the group using the tips for answering / facilitating discussion and the suggested questions provided.

**LEADERSHIP ASSIGNMENT**

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

Leadership assignments in fourth year may be the same as third year. Each fourth year cadet has already completed at least two leadership assignments during their third year of training.



Leaderships assignments in Phase Four maybe the same as Phase Three or of longer duration / complexity. Each cadet should have already completed at least two leadership assignments during Phase Three.

**LEADERSHIP APPOINTMENT**

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

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

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



During year four training, each cadet will be assessed at least once on a leadership assignment and once on a leadership appointment.



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

## **SAMPLE YEAR FOUR LEADERSHIP APPOINTMENTS**

### **Organizational Appointments:**

- Coxswain,
- Divisional Petty Officer,
- Stores Petty Officer,
- Ship's Writer, and
- Training Petty Officer.

### **Training Appointments:**

- Phase Instructor,
- Sail Instructor,
- Seamanship Instructor,
- Drill and Ceremonial Instructor, and
- Fitness and Sports Instructor.

### **Supplementary Appointments:**

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



Phase Four cadets will typically be assigned the leadership appointments of Divisional Petty Officer or supplementary appointments. As required, Phase Four cadets may be assigned various other organizational and training appointments.



For the purposes of PO 403 (Act as Team Leader), Phase Four cadets will be required to fill a leadership appointment that meets the criteria defined above. This requires that the appointment involves an assigned, established team of cadets outside the Phase Four Cadet's peer group. In some circumstances some of the examples given may not meet these criteria (eg, a smaller corps that only have one cadet assigned to supply).

## GROUP DISCUSSION



### TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

### SUGGESTED QUESTIONS

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

Q2. What leadership appointments are available at the corps?

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



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



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

**SAFETY**

Nil.

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**CONFIRMATION OF TEACHING POINT 3**

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

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**END OF LESSON CONFIRMATION**

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The cadets' identifying Phase Four leadership appointment opportunities in the group discussion in TP 3 will serve as the confirmation of this lesson.

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**CONCLUSION**

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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Being aware of the topics to be covered during Phase Four training will help generate interest in the training year. Being aware of the opportunities available throughout the training year may stimulate an interest in specific areas of training.

**INSTRUCTOR NOTES / REMARKS**

For Phase Four complementary training opportunities in TP 2, refer to the corps' annual training plan.

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

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**REFERENCES**

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A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.

A1-019 CATO 31-03 Director Cadets Senior Officer Sea Cadets. (2008). *Sea cadet program outline*. Ottawa, ON: Department of National Defence.

A1-047 CATO 31-01 Director Cadets 4. (1994). *Sea cadet corps' standardized standing orders*. Ottawa, ON: Department of National Defence

<b>PHASE FOUR POs and EOs</b>	
<b>PO 401–Citizenship</b>	
Recognize How the Legal System Affects Youth	
C401.01	Describe the Differences Between the Youth Justice System and the Adult Justice System
C401.02	Discuss Age-Based Laws
C401.03	Discuss Federal and Provincial Jurisdictions
C401.04	Discuss Computer Crime
<b>PO 402–Community Service</b>	
Perform Community Service	
M402.01	Perform Community Service
C102.01	Participate in a Ceremonial Parade
C102.02	Perform Community Service
<b>PO 403–Leadership</b>	
Act as a Team Leader	
M403.01	Describe Needs and Expectations of Team Members
M403.02	Select a Leadership Approach
M403.03	Motivate Team Members
M403.04	Provide Feedback to Team Members
M403.05	Participate in a Mentoring Relationship
M403.06	Act as a Team Leader During a Leadership Appointment
C403.01	Participate in a Leadership Seminar
C303.01	Lead Team-Building Activities
C303.02	Deliver a Presentation about a Leader
<b>PO 404–Personal Fitness and Healthy Living</b>	
Update Personal Activity Plan	
M404.01	Participate in the Cadet Fitness Assessment
M404.02	Update Personal Activity Plan
M404.03	Evaluate Personal Activity Plan
C404.01	Describe Nutrition and Hydration Requirements for Fitness and Sports Activities
C404.02	Prepare to Conduct the Cadet Fitness Assessment
C304.01	Participate in the Cadet Fitness Assessment
C304.02	Evaluate Personal Activity Plan
C304.03	Describe Stress
C104.01	Create Team Goals
<b>PO 405–Recreational Sports</b>	
Participate in Recreational Sports	
M405.01	Participate in Organized Recreational Team Sports
C105.01	Participate in an Organized Sports Tabloid
C105.02	Participate in an Organized Intramural Sports Event
C105.03	Participate in an Orienteering Event
<b>PO 406–Air Rifle Marksmanship</b>	
Fire the Cadet Air Rifle During Recreational Marksmanship	
M406.01	Participate in a Recreational Marksmanship Activity
C406.01	Assist the Range Safety Officer
C406.02	Score Air Rifle Marksmanship Targets
C306.01	Identify Civilian Marksmanship Organizations
C306.02	Correct Marksmanship Error
C306.03	Fire the Cadet Air Rifle from the Standing Position
C206.01	Practice Holding Techniques

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 Attachment A to EO M407.01  
 Instructional Guide

C206.02	Practice Aiming Techniques
C206.03	Practice Firing Techniques
C106.01	Participate in a Recreational Marksmanship Activity
<b>PO 407–General Cadet Knowledge</b> Serve in a Sea Cadet Corps	
M407.01	Identify Phase Four Training Opportunities
M407.02	Identify Year Four CSTC Training Opportunities
C407.01	Prepare for a Merit review Board
C307.02	Participate in a Presentation Given by the Cadet Liaison Officer (CLO)
C307.03	Participate in a Presentation Given by a Guest Speaker from the Navy League of Canada
<b>PO 408–Drill</b> Command a Division on Parade	
M408.01	Discuss Commanding a Division on Parade
M408.02	Identify Parade Sequence
M408.03	Command a Squad
M408.04	Inspect a Cadet on Parade
C408.01	Discuss the Historical use of Drill
C408.02	View a Re-Enactment That Demonstrates the Historical use of Drill
C308.01	Execute Flag Party Drill
C308.02	Execute Cenotaph Drill
C308.03	Practice Voice for Calling Drill Commands
C208.01	Practice Ceremonial Drill as a Review
C208.02	Execute Drill with Arms
<b>PO 409–Instructional Techniques</b> Instruct a Lesson	
M409.01	Identify Methods of Instruction
M409.02	Identify Elements for a Positive Learning Environment
M409.03	Describe Learner Needs
M409.04	Explain Assessment
M409.05	Instruct a 30-Minute Lesson
C409.01	Plan a Lesson
C409.02	Instruct a 30-Minute Lesson
C409.03	Act as an Assistant Instructor
C409.04	Participate in a Creative Lesson Planning Workshop
C409.05	Act as an Assistant Drill Instructor
C409.06	Instruct a 30-Minute Drill Lesson
C309.04	Identify Formations For Drill Instruction
C309.05	Plan a Drill Lesson
C309.06	Instruct a 15-Minute Drill Lesson
<b>PO 311–Summer Biathlon</b> Participate in Competitive Summer Biathlon Activities	
C311.01	Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity
C311.02	Participate in a Recreational Summer Biathlon Activity
C211.01	Identify Civilian Biathlon Opportunities
C211.02	Run on Alternate Terrain
C211.03	Fire the Cadet Air Rifle using a Sling Following Physical Activity
C211.04	Participate in a Competitive Summer Biathlon Activity
C111.01	Participate in a Biathlon Briefing
C111.02	Run Wind Sprints

C111.03	Fire the Cadet Air Rifle Following Physical Activity
C111.04	Participate in a Recreational Summer Biathlon Activity
<b>PO 420–Canadian Navy and Maritime Community</b> Describe Aspects of the Canadian Navy and Maritime Community	
M420.01	Describe Current Naval Operations
M420.02	Describe the Modernization of the Canadian Navy
M420.03	Describe the Canadian Coast Guard
M420.04	Describe Transport Canada as a Maritime Agency
C420.01	Describe Fisheries and Oceans Canada
C420.02	Describe Civilian Maritime Agencies And Institutions
C420.03	Participate in a Discussion / Presentation on D-Day Commemorations
C420.04	Participate in a Presentation Given by a Guest Speaker From a Civilian Maritime Agency
C320.01	Attend a Presentation on a Naval Commemorative Event
C320.02	Describe the Women’s Royal Canadian Naval Services
C320.03	Describe Naval Aviation
<b>PO 421–Ropework</b> Perform Ropework	
C421.01	Make a Boatswain's Belt
C421.02	Make a Round Mat
C421.03	Make a Net Hammock
C320.02	Rig a Standing Derrick
C320.03	Rig a Gyn
C320.04	Make a Monkey’s Fist
C320.05	Make a Turk’s Head
<b>PO 422–Small Craft Operations</b> Describe the Required Responses to Changing States of Weather While Operating a Small Craft	
C422.01	Describe the Required Responses to Changing States of Weather While Operating a Small Craft
PO 322	Attain a Pleasure Craft Operator Card
<b>PO 423–Ship’s Operations</b> Locate a Position on a Chart	
M423.01	Identify Aspects Of A Chart
M423.02	Use Navigation Instruments
M423.03	Describe Latitude and Longitude
M423.04	Plot a Fix
C423.01	Plot a Fix Using A Three-Bearing Fix
C423.02	Plot a Fix Using A Horizontal Angle Fix
<b>PO 424–Sailing</b> Sail a Sailboat IAW Canadian Yachting Association (CYA) White Sail Level Two	
M324.01	Prepare for a Sail Weekend
M324.02 - 11	CYA Whit Sail II Training
<b>PO 425–Nautical Training</b> Participate in a Nautical Training Weekend	
C425.01	Prepare for a Nautical Training Weekend
C425.02A	Perform Small Craft / Vessel Duties While Underway
C425.02B	Participate in a Nautical Activity

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## ROYAL CANADIAN SEA CADETS

### PHASE FOUR

### INSTRUCTIONAL GUIDE



### SECTION 2

### EO M407.02 – IDENTIFY YEAR FOUR CADET SUMMER TRAINING CENTRE (CSTC) TRAINING OPPORTUNITIES

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Total Time:

30 min

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### PREPARATION

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#### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Review year four CSTC training opportunities found at CATO 31-03, *Sea Cadet Program Outline*, as the prerequisites for courses may change.

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

#### PRE-LESSON ASSIGNMENT

Nil.

#### APPROACH

A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their experiences, opinions and feelings about year four CSTC training opportunities.

An interactive lecture was chosen for TP 2 and 3 to orient the cadets to year four CSTC training opportunities and to generate interest.

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### INTRODUCTION

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#### REVIEW

Nil.

#### OBJECTIVES

By the end of this lesson the cadet shall have identified year four CSTC training opportunities.

#### IMPORTANCE

It is important for cadets to identify year four CSTC training and employment opportunities because they must decide what route fits them best based on their previous training. These opportunities will enable cadets to

plan their professional development in the program by transitioning from a cadet course to a staff cadet. The ability to set early goals will prepare them for future opportunities.

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**Teaching Point 1****Conduct a group discussion on specialty areas for year four CSTC training.**

Time: 5 min

Method: Group Discussion

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**BACKGROUND KNOWLEDGE**

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The purpose of the group discussion is to draw the following information from the group using the tips for answering / facilitating discussion and the suggested questions provided.

Write the specialty areas on a whiteboard / flip chart and discuss the activities associated with each area. Cadets may already know which area they would like to pursue and have a general idea of the activities.

**AIR RIFLE MARKSMANSHIP**

Cadets will develop marksmanship and biathlon knowledge and skills. Activities include:

- participating in advanced air rifle marksmanship training;
- participating in recreational marksmanship and biathlon activities;
- performing range assistant duties; and
- learning marksmanship instructional techniques.

**FITNESS AND SPORTS**

Cadets will improve individual fitness and sports knowledge and skills. Activities include:

- playing and developing skills in sports;
- participating in personal fitness activities; and
- learning fitness and sports instructional techniques.

**MUSIC**

Cadets will develop music knowledge and skills. Activities include:

- learning music theory;
- playing an instrument as part of an ensemble;
- playing an instrument as part of a military band;
- developing individual music skills; and
- learning music instructional techniques.

## **SAIL**

Cadets will develop sailing skills and knowledge IAW the Canadian Yachting Association (CYA) Learn-to-Sail (LTS) Program. Activities include:

- developing sailing skills;
- learning sailing theory;
- developing fundamental coaching knowledge and skills; and
- obtaining small craft operation qualifications.

## **SEAMANSHIP**

Cadets will develop seamanship knowledge and skills. Activities include:

- obtaining small craft operation qualifications;
- communicating in a naval environment;
- performing ropework;
- performing petty officer of the watch duties;
- performing coastal navigation;
- performing small craft maintenance; and
- marine engineering.

## **DRILL AND CEREMONIAL**

Cadets will develop the knowledge and skills required to improve leadership and drill and ceremonial knowledge and skills. Activities include:

- developing leadership skills;
- performing naval ceremonial drill;
- performing advanced foot drill;
- delivering words of command;
- performing cutlass drill;
- performing flag drill;
- executing ceremonies; and
- learning drill instructional techniques.

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## GROUP DISCUSSION

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### TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

### SUGGESTED QUESTIONS:

- Q1. Which summer training activities interest you?
- Q2. Who is interested in applying for summer training this year? Why?
- Q3. What specialty area are you interested in pursuing? Why?



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



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

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### CONFIRMATION OF TEACHING POINT 1

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

**Teaching Point 2****Describe year four CSTC courses.**

Time: 15 min

Method: Interactive Lecture



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

**COMMON COURSES**

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



Refer to CATO 31-03, *Sea Cadet Program Outline* for prerequisites.

**Air Rifle Marksmanship Instructor.** The aim of this course is to improve the cadets' marksmanship and biathlon knowledge and skills and to prepare the cadets to assist in the delivery of marksmanship and biathlon training.

**Fitness and Sports Instructor.** The aim of this course is to improve the cadets' fitness and sports knowledge and skills and to prepare the cadets to assist in the delivery of fitness and sports training.

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

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

**ELEMENTAL COURSES**

**Intermediate Sail.** The aim of this course is for cadets to become proficient in intermediate sailing skills and basic powerboat operation. Cadets will achieve CYA Bronze Sail Level IV and begin working toward achievement of CYA Bronze Sail Level V. In addition, cadets will receive Outboard Powerboat Operator certification through achievement of the Pleasure Craft Operator Competency (PCOC) and Small Boat Power qualifications (Modules 1 and 4 of the Small Craft Operator Program [SCOP]).

**Sail Coach.** The aim of this course is for cadets to become proficient in advanced sailing skills and safety boat operation. Cadets will achieve CYA Bronze Sail Level V and become trained CYA LTS Coaches. In addition, cadets will receive Safety Boat Operator certification through achievement of the Restricted Operator Certificate (Maritime) and Small Craft Rescue Award qualifications (Modules 2 and 3 of the SCOP).

**Ship's Boat Operator.** The aim of this course is to introduce the cadets to coastal navigation, to develop naval communication skills and to become proficient in the operation of small craft. Cadets will receive Powerboat Operator certification through achievement of the PCOC, Restricted Operator Certificate (Maritime) and Small Boat Power qualifications (Modules 1, 2 and 4 of the SCOP). In addition, cadets will receive Whaler / Cutter Coxswain certification through achievement of the Whalers (Pull or Power) and Whalers (Sail) qualifications (Modules 6 and 6a of the SCOP).

**Chief Boatswain's Mate.** The aim of this course is for the cadets to become proficient in acting as a petty officer of the watch (POOW) on a sea cadet training vessel (SCTV), performing basic coastal navigation and other shipboard duties.

**Drill and Ceremonial Instructor.** The aim of this course is for the cadets to become proficient in organizing and leading parades and ceremonies, to improve leadership skills and knowledge and to become a drill and ceremonial instructor.

**Marine Engineer.** The aim of this course is to develop in the cadets a basic knowledge of machinery systems used on Canadian Forces Auxiliary Vessels and other SCTVs. The course also provides the opportunity for cadets to attain the ORCA Class Engineer II (OCE II) certification, enabling the cadets to stand watch in the engine room of an ORCA Class Patrol Craft Training Vessel (PCT) as the second engineer. Marine Engineer is considered a national course and is conducted in one location: HMCS Quadra.

**Shipwright.** The aim of this course to develop in the cadets the knowledge and skills required to carry out maintenance and repairs on the small craft used at CSTCs and sailing centres. Shipwright is considered a national course and is normally only conducted in two locations, HMCS Quadra and HMCS Quebec.

**Silver Sail.** The aim of this course is for cadets to become proficient in advanced sailing skills and basic racing skills. Cadets will achieve CYA Silver Sail Level VI. Silver Sail is considered a national course and is normally only conducted in one location: HMCS Quadra.

## CONFIRMATION OF TEACHING POINT 2

### QUESTIONS:

- Q1. What common CSTC courses are available in year four?
- Q2. What elemental CSTC courses are available in year four?
- Q3. What courses are considered national courses?

### ANTICIPATED ANSWERS:

- A1. Air Rifle Marksmanship Instructor, Fitness and Sports Instructor and Military Band–Intermediate Musician.
- A2. Intermediate Sail, Sail Coach, Ship's Boat Operator, Chief Boatswain's Mate, Drill and Ceremonial Instructor, Marine Engineer, Shipwright, and Silver Sail.
- A3. Marine Engineer, Shipwright, and Silver Sail.

### Teaching Point 3

**Describe staff cadet employment opportunities.**

Time: 5 min

Method: Interactive Lecture

### STAFF CADETS



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

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

- Staff cadets are appointed to such rank as is authorized by the Commanding Officer (CO) of a Cadet Summer Training Centre (CSTC) established to conduct summer training.

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



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



There are more advanced positions available. For the purpose of this lesson only positions available to year four cadets will be introduced.

Staff cadet classifications are divided into two distinct categories:

- type 1—Those who provide direct training, to cadets (eg, divisional petty officer (DPO) and Instructor, and
- type 2—Those who have administrative / support roles (eg, storesman, ship's writer, roundsman, canteen clerk, and shipwright.)



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

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### CONFIRMATION OF TEACHING POINT 3

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#### QUESTIONS:

- Q1. What is the age requirement for staff employment opportunities?
- Q2. What are the two categories of staff employment opportunities?
- Q3. Name a staff position in each type of category.

#### ANTICIPATED ANSWERS:

- A1. 16 years of age on / before January 1 of the training year.
- A2. Type 1—Training and Type 2—Administrative / Training Support.
- A3. Type 1 includes instructor or DPO. Type 2 includes storesman, ship's writer, roundsman, canteen clerk, and shipwright.

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### END OF LESSON CONFIRMATION

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The cadets' participation in the group discussion on year four CSTC opportunities will serve as the confirmation of this lesson.

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**CONCLUSION**

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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Summer training is a fun and exciting aspect of the Cadet Program, which offers training in specialty areas that may not be accessible at the corps. CSTCs are places to meet other cadets and to make new friends from across Canada. It is important to be familiar with the training and employment options available at CSTCs. This will allow cadets to plan their training with the intention of preparing for a specific employment position in the future.

**INSTRUCTOR NOTES / REMARKS**

This EO should be conducted before the summer training application deadline.

It is recommended that the summer training application forms be completed during a training session after this EO has been conducted.

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**REFERENCES**

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A0-010 CATO 11-03 Director Cadets 2. (2006). *Cadet program mandate*. Ottawa, ON: Department of National Defence.

A0-033 CATO 14-21 Director Cadets 3. (2004). *Music training and education with the Canadian Cadet Organizations*. Ottawa, ON: Department of National Defence.

A0-128 CATO 13-28 Director Cadets 2. (2006). *Advanced training—Staff cadets*. Ottawa, ON: Department of National Defence.

A1-096 CATO 31-03 Director Cadets 3. (2006). *Sea cadet program outline*. Ottawa, ON: Department of National Defence.

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## ROYAL CANADIAN SEA CADETS

### PHASE FOUR

### INSTRUCTIONAL GUIDE



### SECTION 3

### EO C407.01 – PREPARE FOR A MERIT REVIEW BOARD

Total Time:

90 min

### PREPARATION

#### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PF-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Prepare to conduct merit review boards IAW CATO 13-02, *Cadet Rank Promotions*.



The practice merit review board in TP 3 should be composed of adults who have competent interview skills (eg, officers, civilian instructors, volunteers). Senior cadets should only be used as a last resort.

Obtain the materials for conducting a merit review board for a promotion interview.

Prepare interview questions, marking sheets and candidate scoring sheets (to be created locally) for TP 3.

Arrange for assistant instructors for TP 3.

Obtain a copy of CATO 13-02, *Cadet Rank Promotions*, for each member of the merit review board for promotion.

Photocopy Attachments A, B and D for each cadet.

Photocopy the Merit Review Board Scoresheet located at Attachment C (the number of photocopies will vary based on the number of board members and Phase Four cadets).

Using Attachment B as a guide, prepare the Merit Review Board Scoresheet by deciding on six questions to ask during the practice merit review board.

#### PRE-LESSON ASSIGNMENT

Nil.

#### APPROACH

An interactive lecture was chosen for TPs 1 and 2 to present preparations for merit review boards and to summarize the teaching points.

An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest among the cadets about the cadets about merit review boards.

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## INTRODUCTION

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### REVIEW

Nil.

### OBJECTIVES

By the end of this lesson the cadet shall be expected to prepare for a merit review board.

### IMPORTANCE

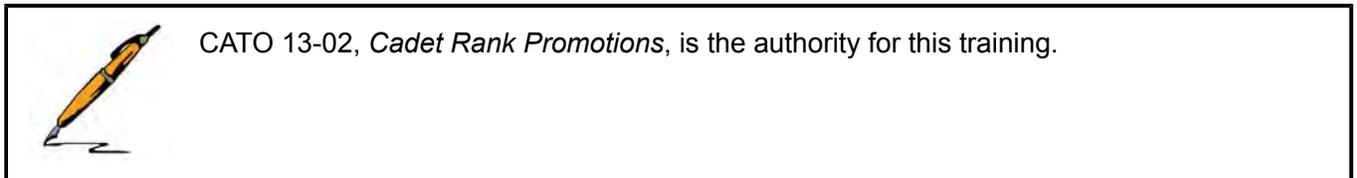
It is important for cadets to prepare for a merit review board to help them succeed in gaining opportunities through competitive application processes.

**Teaching Point 1****Identify occasions for a merit review board.**

Time: 5 min

Method: Interactive Lecture

Merit review boards are a structured interview where candidates are evaluated by a group of board members. Candidates are scored on their dress, deportment and answers given to interview questions. Merit review boards are most often conducted for promotion to Chief Petty Officer Second Class and Chief Petty Officer First Class. They provide selection recommendations that are fair and open, and provide candidates with valuable constructive feedback on their performance.

**PROMOTIONS REQUIREMENTS**

A merit review board is required to be promoted to Chief Petty Officer Second Class and Chief Petty Officer First Class. Promotion merit review boards have many benefits for the corps, to include:

- giving the cadet incentive to learn details of the rank or appointment responsibilities;
- ensuring that the best cadet is selected; and
- satisfying all members of the corps that the best available cadet is leading them.

**OTHER POSSIBLE OCCASIONS FOR A MERIT REVIEW BOARD****Awards**

Some corps may conduct a merit review board for important awards. Most often, recommendations for awards are made by a board of staff members who are familiar with the work of all cadets. In all cases, recommendations are given to the Commanding Officer (CO). The CO is the final arbiter of awards.

**Scholarships**

Scholarship cadets are often selected by the person or entity that is providing the scholarship funding. Corps may choose to hold a merit review board for such a purpose.

**Senior Appointments Within the Corps**

Some corps may conduct a merit review board for certain appointments within the corps. Most often corps will conduct a workshop or seminar for senior cadets at the beginning of the training year. During this time a merit review board may be conducted for senior appointments within the corps (eg, Coxswain or Regulating Petty Officer).

**Cadet Summer Training Centre (CSTC) Training Opportunities**

When a corps has multiple excellent cadets for a limited number of course spaces, selection of cadets must be done in an open manner. The CO requires recommendations that are both unbiased and clearly seen to be unbiased. While staff members can and often do provide effective recommendations, the merit review board provides an unbiased option.

## **CSTC Staff Appointments**

When staff cadets arrive at a CSTC prior to the start of summer training, they may be interviewed by a board. This usually takes one of two forms:

- cadets are interviewed by a panel of officers to determine which CSTC position they are most suited; and
- senior cadets are interviewed by a merit review board for Chief Petty Officer positions.

In either case, the interview skills learned at a corps will prove vital to the cadet.

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### **CONFIRMATION OF TEACHING POINT 1**

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#### **QUESTIONS:**

- Q1. What are two important benefits of merit review boards?
- Q2. What are five occasions in which a cadet might encounter a merit review board?
- Q3. What benefit does a corps get from holding promotion merit review boards?

#### **ANTICIPATED ANSWERS:**

- A1. Merit review boards have two important benefits:
- providing selection recommendations that are fair and open; and
  - providing cadets with a valuable life skill.
- A2. A cadet might encounter a merit review board for:
- promotions,
  - awards,
  - scholarships,
  - senior appointments within the corps,
  - CSTC training opportunities, and
  - CSTC staff appointments.
- A3. Promotion merit review boards have many benefits for the corps, to include:
- giving the cadets incentive to learn details of the rank or appointment responsibilities;
  - ensuring that the best cadet is selected; and
  - satisfying all members of the corps that the best available cadet is leading them.

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**Teaching Point 2****Describe how to prepare for a merit review board for promotion and tips for a successful interview.**

Time: 20 min

Method: Interactive Lecture

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**HOW TO PREPARE FOR A MERIT REVIEW BOARD FOR PROMOTION**

A cadet for a merit review board for promotion should:

- think about potential questions that could be asked and prepare answers to them;
- talk to others who have been through the process to find out what to expect; and
- participate in any opportunity to practice for a board, such as practice merit review boards.

**Dress Requirements**

The interview cadet shall identify dress requirements ahead of time. The uniform must be worn in accordance with the cadet dress instructions in the relevant Cadet Administration and Training Order (CATO). Dress shall be maintained to a high standard.



Arriving properly dress to a merit review board or even a civilian interview is critical. The way in which the interviewee is dressed may influence the interviewer's first impression. One should always present themselves in a clean and tidy manner.

**TIPS FOR A SUCCESSFUL INTERVIEW****Importance of Bearing**

Many cadets exhibit high standards of dress and high levels of knowledge. The final selections will be based partly on the winning candidates' bearing.

Unless given other instructions, the cadet will enter facing the board, wearing headdress and salute. Wait until offered a seat and remove headdress when seated.

During the interview, do nothing that may distract the interviewers, such as:

- biting one's lips;
- squirming;
- scratching;
- chewing gum;
- twisting fingers;
- playing with hair;
- checking the time;
- yawning—make sure to have a good night's sleep before the interview; and
- taking anything into an interview that has any chance of distracting the interviewers.

Hand gestures while speaking may also distract interviewers.

Sit with an open posture with arms and legs uncrossed.

The members of the board want the cadet to feel comfortable and relaxed. Try to be so, while maintaining respect and decorum. A confident cadet sits up straight, calmly looking the interviewer straight in the eyes without fidgeting. Nodding or shaking the head does not constitute an answer of any kind. All replies must be verbal.

Cadets must be prepared to introduce themselves.

Remember that the interviewers are also going through a process for which they have made long preparations and to which they attach great importance. The cadet being interviewed is, in many ways, part of a team that includes the interviewers. All members of this team are expected to maintain respect, decorum and friendliness.

When the interview is completed, stand, replace headdress, make firm eye contact, salute, and smartly depart the room. The board members may or may not offer to shake hands. Follow their lead.

### **Merit Review Board for Promotion Questions**



Distribute a copy of Attachment A to each cadet.

IAW CATO 13-02, *Cadet Rank Promotions*, question areas at a merit review board for promotion may include:

- cadets recounting their achievements through cadet training (eg, corps program, CSTC program);
- cadets explaining what previous positions of leadership they have held (eg, at cadets, at school) and how they performed in related situations;
- personal goals and / or their goals for the corps;
- scenario-based questions that relate to typical corps situations where the candidate shares how they might approach / deal with the situation; and
- achievements outside of the cadet corps setting (eg, at school, in their community, sports teams, extracurricular activities).

Cadets are expected to take their time when formulating answers but the answer should be as direct as possible. Ask for clarification when necessary. A comprehensively correct answer, formulated carefully and delivered in a relaxed, friendly manner is best.

If the cadet does not know the answer to a question it is best to say so, in as direct a manner as possible, so the interviewer moves on to another topic where the candidate has better knowledge. This will help minimize both the psychological impact of the missing information and the damage to the candidate's mark. Shoulders must never be shrugged during an interview.



Distribute a copy of Attachment B to each cadet.

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## CONFIRMATION OF TEACHING POINT 2

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**QUESTIONS:**

- Q1. How will a candidate know which uniform to wear for a merit review board interview?
- Q2. When should a candidate take a seat in an interview?
- Q3. What should candidates say if the answer to a question is unknown?

**ANTICIPATED ANSWERS:**

- A1. The interview candidate shall identify dress requirements ahead of their interview.
- A2. When offered a seat.
- A3. It is best to say they do not know, in as direct a manner as possible.

**Teaching Point 3**

**Have the cadets participate in a practice merit review board based on the instructions given in TP 2.**

Time: 55 min

Method: In-Class Activity



The practice merit review board should be composed of adults who have competent interview skills (eg, officers, civilian instructors and volunteers). Senior cadets should only be used as a last resort.

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## ACTIVITY

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**OBJECTIVE**

The objective of this activity is to have the cadets participate in a practice merit review board.

**RESOURCES**

- Annex B of CATO 13-02, *Cadet Rank Promotions*,
- Merit Review Board Score Sheets,
- Dress Inspection Scoresheets,
- Calculator, and
- Pens / pencils.

**ACTIVITY LAYOUT**

- In a quiet room:
  - place a table and a chair for each board member and one chair facing the merit review board for the candidate;
  - arrange the lighting to provide the interviewers with a good view of the candidate; and
  - ensure the candidate's back faces toward any window or opening, to avoid distraction.

- Arrange a holding area for cadets prior to their interview.
- Arrange a separate holding area for cadets following their interview.
- Arrange for a messenger to bring each candidate for their interview as directed by the merit review board.

### **ACTIVITY INSTRUCTIONS**

1. Prior to the commencement of the practice merit review boards:
  - (a) show the practice merit review board members to their room;
  - (b) ensure that each practice merit review board member has the required resources;
  - (c) distribute the Merit Review Board Scoresheet to each merit review board member;
  - (d) assign a question(s) to each merit review board member to ask during the practice merit review board;
  - (e) assign a merit review board member to inspect each cadet using the Dress Inspection Scoresheet;
  - (f) introduce the messenger to the practice merit review board;
  - (g) explain that the board members will tell the messenger when to bring each cadet; and
  - (h) explain that cadets will be guided to a separate holding area after being interviewed.
2. Conduct the practice merit review boards by:
  - (a) having the messenger bring a cadet into the room;
  - (b) having the assigned merit review board member inspect the cadet;
  - (c) having the cadet report to the merit review board and sit down;
  - (d) introducing the cadet to the members of the merit review board;
  - (e) explaining to each cadet how the merit review board will be conducted; asking if the cadet has any questions prior to asking interview questions;
  - (f) having the merit board review members ask their pre-assigned questions;
  - (g) having the merit board review members score the cadet based on their answers and take notes;
  - (h) de-briefing the cadet on their performance and providing them with a copy of their Merit Review Board Scoresheets; and
  - (i) having the messenger bring the cadet into the separate holding room prior to bringing in the next cadet.
3. Upon completion of the practice merit review boards;
  - (a) thank the members of the practice merit review board for their time and effort; and
  - (b) debrief the cadets 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.

**SAFETY**

Nil.

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**CONFIRMATION OF TEACHING POINT 3**


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

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**END OF LESSON CONFIRMATION**


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The cadets' participation in the practice merit review board will serve as the confirmation of this lesson.

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**CONCLUSION**


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**HOMEWORK / READING / PRACTICE**

Have the cadets prepare for a merit review board.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Effective preparation for merit review boards will help to obtain important opportunities. These skills will also prove invaluable throughout life.

**INSTRUCTOR NOTES / REMARKS**

When scheduling this lesson, allow at least two weeks between TPs 2 and 3.

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**REFERENCES**


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A0-126 CATO 13-02 Director Cadets 3. (2008). *Cadet rank promotions*. Ottawa, ON: Department of National Defence.

A1-003 CATO 35-01 Director Cadets 4 (2006). *Royal Canadian Sea Cadets Dress Instructions*. Ottawa, ON: Department of National Defence.

C0-416 Air Cadet League of Canada BC Committee (2009). *Sponsoring committee resources: Mock boards*. Retrieved March 4, 2009, from [http://www.aircadetleague.bc.ca/SponCommResources/Mock\\_Boards.PDF](http://www.aircadetleague.bc.ca/SponCommResources/Mock_Boards.PDF)

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## EXAMPLE QUESTIONS TO EXPECT AT A MERIT REVIEW BOARD FOR PROMOTION

Question areas may include:

- achievements through cadet training (eg, corps program, CSTC program);
- previous positions of leadership held (eg, at cadets, at school) and your performance in related situations;
- personal goals and / or goals for the corps;
- achievements outside of the cadet corps setting (eg, at school, in the community, sports teams, extra-curricular activities), and
- scenario-based questions that relate to typical corps situations and how you might approach / deal with the situation.

All candidates will be asked the same questions, which could be similar to the following examples:

- Describe your current corps responsibilities.
- Describe your involvement in corps teams, band and drill, flag party or clubs.
- What leadership positions have you held in any organization?
- What do you consider are your strengths / weaknesses?
- If you had to change something about yourself, what would it be?
- How did you become interested in the cadet movement?
- On an average evening, how much time do you dedicate to homework?
- For what do you use your home computer (eg, games, research, emails)?
- Where are you headed in life?
- Do you plan to take any post-secondary school education?
- What discipline or education do you wish to pursue?
- Do you have a part-time job and, if so, does it compete with cadets or school?
- What community related-activities do you participate in?
- What targets have you set for your personal growth or improvement?
- Do you participate in any organized school teams / groups (eg, band, football)?
- Are you involved with any citizenship activities in your community outside of cadets?
- Do you have any hobbies?
- Scenario-based questions:
  - You have been given responsibility for a group of cadets, some of whom require motivation in uniform care. What will you do?
  - You are in charge of drill instruction and one of your assistant instructors keeps touching cadets when correcting them, despite your instructions to not touch. What do you do?

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## **PREPARATION FOR A MERIT REVIEW BOARD FOR PROMOTION**

A candidate for a merit review board for promotion should:

- think about potential questions that could be asked and prepare answers to them;
- talk to others who have been through the process to find out what to expect; and
- participate in any opportunity to practice for a board, such as practice merit review boards.

### **Dress Requirements**

The interview candidate shall identify dress requirements well ahead of time. The uniform must be worn in accordance with the cadet dress instructions in the relevant Cadet Administration and Training Order (CATO). Dress shall be maintained to a high standard.

## **TIPS FOR A SUCCESSFUL INTERVIEW**

### **Importance of Bearing**

Many candidates will exhibit high standards of dress and high levels of knowledge. The final selections will be based partly on the winning candidates' bearing.

Unless given other instructions, the candidate will enter facing the board, wearing headdress, and salute. Wait until offered a seat and remove headdress when seated.

During the interview, do nothing that may distract the interviewers, such as:

- biting one's lips;
- squirming;
- scratching;
- chewing gum;
- twisting fingers;
- playing with hair;
- checking the time;
- yawning—make sure to have a good night's sleep before the interview; and
- taking anything into an interview that has any chance of distracting the interviewers.

Hand gestures while speaking will also distract interviewers, making a negative impression.

Sit with an open posture and legs and arms not crossed.

The members of the board want the cadet to feel comfortable and relaxed. Try to be so, while maintaining respect and decorum. A confident candidate will sit up straight, calmly looking the interviewer straight in the eye without fidgeting. Nodding or shaking the head does not constitute an answer of any kind. All replies must be verbal.

Candidates must be prepared to say some introductory words about themselves.

Remember that the interviewers are also going through a process for which they have made long preparations and to which they attach great importance. The candidate being interviewed is, in many ways, part of a team which includes the interviewers. All members of this team are expected to maintain respect, decorum and friendliness.

When the interview is completed, stand, replace headdress, make firm eye contact, salute, and smartly depart the room. The board members may or may not offer to shake hands. Follow their lead.

If the candidate does not know the answer to a question it is best to say so in as direct a manner as possible so the interview moves on to another topic where the candidate has better knowledge. This will minimize both the psychological impact of the missing information and the damage to the candidate's mark. Shoulders must never be shrugged during an interview.

**MERIT REVIEW BOARD SCORESHEET**



Cadet's Name: \_\_\_\_\_

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

Question	Score	Comments
1.	/5	
2.	/5	
3.	/5	
4.	/5	
5.	/5	
6.	/5	
Total	/30	

Additional Comments:

Board Member's Name: \_\_\_\_\_

Board Member's Signature: \_\_\_\_\_

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**DRESS INSPECTION SCORESHEET**

Cadet's Name: \_\_\_\_\_

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

<b>Uniform Items / Accessories</b>	<b>Score</b>	<b>Comments</b>
<b>HEADDRESS</b>		
Sea Cadet Cap	/5	
<b>CLOTHES ON THE UPPER BODY</b>		
Badges (proper placement and sewn on correctly)	/5	
Cadet Slip-on or Armlet	/5	
Gunshirt / Turtleneck Sweater	/5	
Uniform Jacket and Belt	/5	
Name Tag	/5	
<b>CLOTHES ON THE LOWER BODY</b>		
Trousers and Belt	/5	
<b>FOOTWEAR</b>		
Parade Boots (with socks)	/5	
<b>OVERALL PERSONAL APPEARANCE</b>		
Hair (includes facial hair)	/5	
Makeup, Jewellery, Sunglasses, etc	/5	
Total	/50	

Note. Additional comments may be recorded on the back of the checklist