



**ROYAL CANADIAN AIR CADETS**  
**PROFICIENCY LEVEL FOUR**  
**INSTRUCTIONAL GUIDE**



**SECTION 1**

**EO M407.01 – DISCUSS PROFICIENCY LEVEL FOUR 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-804/PG-001, *Proficiency Level 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.

Prepare a handout or slide of the year's training schedule.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

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

An interactive lecture was chosen for TP 2 to orient the cadets to and generate interest in Proficiency Level 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 squadron.

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**INTRODUCTION**

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**REVIEW**

Nil.

**OBJECTIVES**

By the end of this lesson the cadet shall have discuss Proficiency Level Four training opportunities.

**IMPORTANCE**

It is important for cadets to know what training will be conducted during Proficiency Level 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 Proficiency Level 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.

	Distribute a handout of Attachment A to each cadet.
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**MANDATORY TRAINING**

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

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**ACTIVITY**

**OBJECTIVE**

The objective of this activity is to have the cadets participate in a gallery walk of information for each PO in order to identify Proficiency Level Four mandatory training opportunities.

**RESOURCES**


Resources will be IAW each PO as listed below.

**ACTIVITY LAYOUT**

The classroom will be set up with a station for each PO with a basic description of the PO, information, pictures, videos, and other training aids that will illustrate what the cadet will learn in each PO.

**PO 402–Community Service**

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

	Examples of information / training aids that could be set up at this station include: <ul style="list-style-type: none"><li>• pictures from recent community service activities in which the squadron has participated, and</li><li>• video or pictures from Remembrance Day ceremonies or other ceremonial parades.</li></ul>
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**PO 403–Leadership**

Leadership provides the cadets an opportunity to describe needs and expectations of team members, select an influence behaviour within the empowering leadership style, describe how to motivate cadets, provide feedback to team members, participate in a mentoring relationship and act as a team leader during a leadership appointment.



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

- motivational pictures of famous Canadian leaders, and
- pictures of cadets from the squadron participating in leadership activities.

#### **PO 404–Personal Fitness and Healthy Living**

Personal fitness and healthy living provides the cadets an opportunity to participate in the cadet fitness assessment, update personal activity plan and evaluate personal activity plan.



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

- 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 the 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 squadron participating in recreational sports.

#### **PO 406–Air Rifle Marksmanship**

Air rifle marksmanship provides the cadets an opportunity to participate in a recreational air rifle 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 discuss Proficiency Level Four training opportunities and year four Cadet Summer Training Centre (CSTC) training opportunities.



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

- a list of Proficiency Level Four training enabling objectives, and
- information sheets / posters on year four summer training opportunities.

### PO 408–Drill

Drill provides the cadets an opportunity to discuss commanding a flight, identify parade sequence, command a flight 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 the cadets in the squadron participating in drill, and
- pictures of a cadet being inspected.

### PO 409–Instructional Techniques

Instructional techniques provides the cadets with an opportunity to 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:

- instructional aids,
- pictures of instructors conducting a lesson, and
- samples from the QSP and IG, and sample lesson plans.

### PO 420–Canadian Forces (CF) Familiarization

CF familiarization provides the cadets with an opportunity to describe Canadian air force traditions and identify Royal Canadian Air Force (RCAF) ranks.



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

- a CF mess kit, and
- a Canadian honours chart.

### PO 431–Principles of Flight

Principles of flight provides the cadets an opportunity to explain features of wing design and describe flight instruments.



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

- a model of an aircraft wing, and
- examples of flight instruments.

### **PO 432–Propulsion**

Propulsion provides the cadets an opportunity to describe fuel systems, describe propeller systems and engine instruments.



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

- pictures of aircraft components illustrating fuel systems and propeller systems, and
- aircraft engine instruments.

### **PO 436–Meteorology**

Meteorology provides the cadets an opportunity to explain winds, and describe air masses and fronts

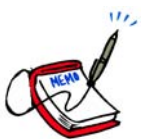


Examples of information / training aids that could be set up at this station include:

- a weather map showing fronts,
- pictures of various kinds of weather, and
- a video of winds.

### **PO 437–Navigation**

Navigation provides the cadets an opportunity to define air navigation terms and describe the magnetic compass.



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

- examples of air navigation terms, and
- aircraft compasses or pictures of aircraft compasses.

### **PO 440–Aerospace**

Aerospace provides the cadets an opportunity to identify aerospace materials and describe Canadian satellites.




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

- samples of aerospace materials, and
- pictures of Canadian satellites.

### **PO 490–Aircrew Survival**

Aircrew survival provides the cadets an opportunity to assemble an emergency survival kit, operate a stove and a lantern, tie knots and lashings, navigate to a waypoint using a global positioning system (GPS) receiver, and light fires using improvised methods.

	<p>Examples of information / training aids that could be set up at this station include:</p>
	<ul style="list-style-type: none"><li>• an emergency survival kit,</li><li>• a stove and a lantern,</li><li>• a global positioning system (GPS) receiver, and</li><li>• improvised fire-lighting materials.</li></ul>

### **ACTIVITY INSTRUCTIONS**

1. Have the cadets walk around the classroom for approximately 10 minutes, visiting each station.
2. After the gallery walk, answer any questions that the cadets may have, based on the stations that they have seen.

### **SAFETY**

Nil.

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

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

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### **Teaching Point 2**

**Identify Proficiency Level Four complementary training opportunities.**

Time: 10 min

Method: Interactive Lecture

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Complementary training provides cadets and squadron staff with a variety of topics and activities they can choose based on interest and resources. These lessons are used to complement mandatory training.

### **PO 401–Citizenship**

Complementary training for Citizenship provides the cadets an opportunity to describe the youth justice system and discuss age-based laws, federal and provincial jurisdictions, and computer crime.

### **PO 402–Community Service**

Complementary training for Community Service provides the cadets an opportunity to participate in a ceremonial parade and an additional opportunity to perform community service.

### **PO 403–Leadership**

Complementary training for Leadership provides the cadets an opportunity to participate in a leadership seminar, lead a team-building activity, and deliver a presentation on a leader.

**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 and conduct the cadet fitness assessment.

**PO 405–Recreational Sports**

Complementary training for recreational sports provides the cadets an opportunity to participate in an organized sports tabloid, an organized intramural sports event, and an orienteering event.

**PO 406–Air Rifle Marksmanship**

Complementary training for air rifle marksmanship provides the cadets an opportunity to perform the duties of a range assistant, score targets, identify civilian marksmanship organizations, correct marksmanship error, adopt the standing position with the cadet air rifle, 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 a merit review board and describe the application procedure for national courses and exchanges.

**PO 408–Drill**

Complementary training for drill provides the cadets an opportunity to discuss the history of drill, view a re-enactment that demonstrates the historical use of drill, execute flag party drill, deliver words of command, 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, act as an assistant drill instructor, instruct a 30-minute drill lesson, identify formations for drill instruction, plan a drill lesson and instruct a 15-minute drill lesson.

**PO 311–Summer Biathlon**

Complementary training for summer biathlon provides the cadets an opportunity to practice aiming and firing the cadet air rifle following physical 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 participate in a recreational summer biathlon activity.

**PO 420–CF Familiarization**

Complementary training for CF familiarization provides the cadets an opportunity to describe battle honours of Canadian squadrons and identify honours and awards of the Canadian Forces.

**PO 429–Radio Communication**

Complementary training for radio communication allows the cadets to explain regulations and operating procedures for aviation transmission and licensing, communicate using radio procedures for aviation transmission, describe radio wavelengths, signals, licenses and equipment, explain emergency, urgency and safety communications, and earn an Industry Canada Radio Operator's Certificate - Aviation (ROC-A) license.

**PO 431–Principles of Flight**

Complementary training for principles of flight provides the cadets an opportunity to explain flight performance factors, demonstrate turns, climbs, and descents in a flight simulator and fly a radio-controlled aircraft.

**PO 431–Propulsion**

Complementary training for propulsion provides the cadets an opportunity to describe ignition and electrical systems, describe turbocharging and supercharging systems, and describe gas turbine engines.

**PO 436–Meteorology**

Complementary training for meteorology provides the cadets an opportunity to explain fog, describe severe weather conditions, and analyze weather information.

**PO 437–Navigation**

Complementary training for Navigation provides the cadets an opportunity to solve navigation problems with a manual flight computer and use a visual flight rules (VFR) navigation chart (VNC).

**PO 440–Aerospace**

Complementary training for aerospace provides the cadets an opportunity to describe model rocketry, launch a small rocket, discuss characteristics of the planets in the solar system, apply the material science of trusses, describe robotics, use star charts, operate a telescope, watch *BLAST! (balloon-borne large aperture sub-millimetre telescope)*, describe the relationship between gravity and space-time, discuss kinetic and potential energy, and watch *Einstein's Big Idea*.

**PO 460–Aerodrome Operations**

Complementary training for aerodrome operations provides the cadets an opportunity to describe aerodrome operations career opportunities, describe air traffic control (ATC) career opportunities, and describe airport security career opportunities.

**PO 470–Aircraft Manufacturing and Maintenance**

Complementary training for aircraft manufacturing and maintenance provides the cadets an opportunity to discuss aircraft manufacturers, discuss aircraft assembly, identify aviation hardware, and disassemble and reassemble a small engine.

**PO 490–Aircrew Survival**

Complementary training for Aircrew Survival provides the cadets an opportunity to identify seasonal survival factors, improvise tools for use in a survival situation, move a casualty to shelter, practice safe toolcraft, navigate using a map and compass, erect, tear down and pack a tent, and construct a hootchie or lean-to-style shelter.

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**CONFIRMATION OF TEACHING POINT 2**

**QUESTIONS:**

- Q1. As part of Citizenship, what are the EOs (topics) that may be taught?
- Q2. What EOs are encompassed under complementary training for Personal Fitness and Healthy Living?
- Q3. In Meteorology, what EOs may be taught?



**ANTICIPATED ANSWERS:**

- A1. Describe the youth justice system, discuss age-based laws, discuss federal and provincial jurisdictions and discuss computer crime.
- A2. Describe nutrition and hydration requirements for fitness and sports activities, and conduct the cadet fitness assessment.
- A3. Explain winds, describe air masses and fronts, explain fog, describe severe weather conditions, and analyze weather information.

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

Time: 5 min

Method: Group Discussion

**BACKGROUND KNOWLEDGE**

The point 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.

**LEADERSHIP ASSIGNMENT**

A leadership assignment is a specific, short- or long-term practical leadership opportunity during which the team leader must apply their leadership skills. The team leader will have temporary team members either within or outside their peer group for whom they will be responsible. The team will accomplish a singular minor duty or task.

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

**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.

A leadership appointment is a specific long-term practical leadership opportunity that is more comprehensive in nature than a leadership assignment. 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. The team will accomplish a singular major duty or task. These may be organizational appointments (eg, Flight Sergeant, Squadron Commander, etc.), training appointments (eg, Proficiency Level Instructor, Leadership and Ceremonial Instructor, etc.) or supplementary appointments (eg, Canteen Steward, Drill Team Commander, etc.). In generating leadership appointments, consideration must be given to the duration of the major duty or task and frequency of opportunities to exercise leadership. The team leader is expected to meet with their team on a number of occasions over a period of time. Leadership appointments may be held by a single PL4 cadet (eg, Drill Team Commander) or the PL4 cadets may rotate through a position (eg, Canteen Steward). If a PL4 cadet rotates through a leadership appointment, the

appointment must be meaningful for the cadet and be of a duration that allows the cadet to meet the objectives of applying their leadership knowledge and skills and displaying the core leadership qualities of a cadet.

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.

## **SAMPLE YEAR FOUR LEADERSHIP APPOINTMENTS**

### **Organizational Appointments**

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

### **Training Appointments**

- Proficiency Level Instructor,
- Aviation Subjects Instructor,
- Leadership and Ceremonial Instructor,
- Fitness and Sports and Instructor,
- Air Rifle Marksmanship Instructor,
- Survival Instructor, and
- Band Section Leader.

### **Supplementary Appointments**

- Supply Assistant,
- Administration Assistant,
- Training Assistant,
- Canteen Steward,
- Drill Team Commander,
- Marksmanship Team Captain,
- Range Assistant,
- First Aid Team Captain,

- Biathlon Team Captain, and
- Sports Team Captain.

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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. How do you think suitability for appointments is determined?
- Q2. When is a good time to change a leadership appointment?
- Q3. If a cadet is successful in one appointment is it certain that they will be successful in another appointment? Why or why not?
- Q4. How do you think succession of a leadership appointment should be prepared?



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 3**

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

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### **END OF LESSON CONFIRMATION**

#### **QUESTIONS:**

- Q1. What drill training opportunities are mandatory under Proficiency Level Four?
- Q2. What aerospace training opportunities are mandatory under Proficiency Level Four?
- Q3. In Meteorology, what EOs may be taught?

#### **ANTICIPATED ANSWERS:**

- A1. Drill provides the cadets with opportunities to discuss commanding a flight, identify parade sequence, command a flight on parade, and inspect a cadet on parade.
  - A2. Aerospace provides the cadets an opportunity to identify aerospace materials and describe Canadian satellites.
  - A3. Explain winds, describe air masses and fronts, explain fog, describe severe weather conditions, and analyze weather information.
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### **CONCLUSION**

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#### **HOMEWORK / READING / PRACTICE**

Nil.

#### **METHOD OF EVALUATION**

Nil.

#### **CLOSING STATEMENT**

Awareness of the topics to be covered in Proficiency Level Four training will help generate interest in the training year. Awareness of the opportunities available throughout the training year may help motivate you in your specific area(s) of interest.

#### **INSTRUCTOR NOTES / REMARKS**

For Proficiency Level Four complementary training opportunities in TP 2, refer to the squadron's annual training plan.

This EO should be scheduled as early as possible in the training year. See the example schedule located at A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 2, Annex B.

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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.

A3-064 CATO 51-01 Director Cadets 3. (2008). *Air cadet program outline*. Ottawa, ON: Department of National Defence.

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<b>PROFICIENCY LEVEL FOUR POs and EOs</b>	
<b>PO 401–Citizenship</b>	
<b>Recognize How the Legal System Affects Youth</b>	
C401.01	Describe the Youth Justice System
C401.02	Discuss Age-Based Laws
C401.03	Discuss Government Jurisdictions
C401.04	Discuss Computer Crime
<b>PO 402–Community Service</b>	
<b>Perform Community Service</b>	
M402.01	Perform Community Service
C102.01	Participate in a Ceremonial Parade
C102.02	Perform Community Service
<b>PO 403–Leadership</b>	
<b>Act as a Team Leader</b>	
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
403 PC	
C403.01	Participate in a Leadership Seminar
C303.01	Lead a Team-Building Activity
C303.02	Deliver a Presentation About a Leader
<b>PO 404–Personal Fitness and Healthy Living</b>	
<b>Update Personal Activity Plan</b>	
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
C204.02	Develop a Personal Nutrition Plan
C104.01	Create Team Goals
<b>PO 405–Recreational Sports</b>	
<b>Participate in Recreational Sports</b>	
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 Fire the Cadet Air Rifle During Recreational Marksmanship</b>	
M406.01	Participate in a Recreational Marksmanship Activity
C406.01	Assist the Range Safety Officer (RSO)
C406.02	Score Air Rifle Marksmanship Targets
C306.01	Identify Civilian Marksmanship Organizations
C306.02	Correct Marksmanship Error
C306.03	Adopt the Standing Position With the Cadet Air Rifle
C106.01	Participate in a Recreational Marksmanship Activity
<b>PO 407–General Cadet Knowledge Serve in an Air Cadet Squadron</b>	
M407.01	Discuss Proficiency Level Four Training Opportunities
M407.02	Discuss Year Four Cadet Summer Training Centre (CSTC) Training Opportunities
C407.01	Prepare for a Merit Review Board
C307.01	Participate in a Presentation Given by a Guest Speaker From the Regional Cadet Support Unit (RCSU)
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 Air Cadet League of Canada (ACLC)
C307.04	Identify the Application Procedures for the Glider and Power Scholarships
C307.05	Participate in a Presentation on the Duke of Edinburgh Award Program
<b>PO 408–Drill Command a Flight on Parade</b>	
M408.01	Discuss Commanding a Flight
M408.02	Identify Parade Sequence
M408.03	Command a Squad
M408.04	Inspect a Cadet on Parade
408 PC	
C408.01	Discuss the History of Drill
C408.02	View a Re-Enactment That Demonstrates the Historical Use of Drill
C308.01	Execute Flag Party Drill
C308.02	Deliver Words of Command
C208.01	Practice Ceremonial Drill as a Review
C208.02	Execute Drill With Arms
<b>PO 409–Instructional Techniques Instruct a Lesson</b>	
M409.01	Identify Methods of Instruction
M409.02	Identify Elements of a Positive Learning Environment
M409.03	Describe Learner Needs
M409.04	Explain Assessment
M409.05	Instruct a 30-Minute Lesson
409 PC	
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>	
<b>Participate in a Recreational Summer Biathlon Activity</b>	
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–CF Familiarization</b>	
<b>Describe Canadian Air Force Traditions</b>	
M420.01	Describe Canadian Air Force Traditions
M420.02	Identify Royal Canadian Air Force (RCAF) Ranks
C420.01	Describe Battle Honours of Canadian Squadrons
C420.02	Identify Honours and Awards of the Canadian Forces
<b>PO 429–Radio Communication</b>	
<b>Communicate Using Radio Procedures for Aviation Transmission</b>	
C429.01	Explain Regulations and Operating Procedures for Aviation Transmission and Licensing
C429.02	Communicate Using Radio Procedures for Aviation Transmission
C429.03	Describe Radio Wavelengths, Signals, Licences and Equipment
C429.04	Explain Emergency, Urgency and Safety Communications
429 PC	Industry Canada ROC-A
<b>PO 431–Principles of Flight</b>	
<b>Explain Principles of Flight</b>	
M431.01	Explain Features of Wing Design
M431.02	Describe Flight Instruments
C431.01	Explain Flight Performance Factors
C431.02	Demonstrate Turns, Climbs, and Descents in a Flight Simulator
C431.03	Fly a Radio-Controlled Aircraft
<b>PO 432–Propulsion</b>	
<b>Describe Aero Engine Systems</b>	
M432.01	Describe Fuel Systems
M432.02	Describe Propeller Systems
M432.03	Describe Engine Instruments
C432.01	Describe Ignition and Electrical Systems
C432.02	Describe Turbocharging and Supercharging Systems
C432.03	Describe Gas Turbine Engines

<b>PO 436–Meteorology</b> <b>Explain Aspects of Meteorology</b>	
M436.01	Explain Winds
M436.02	Describe Air Masses and Fronts
C436.01	Explain Fog
C436.02	Describe Severe Weather Conditions
C436.03	Analyze Weather Information
<b>PO 437–Navigation</b> <b>Explain Aspects of Air Navigation</b>	
M437.01	Define Air Navigation Terms
M437.02	Describe the Magnetic Compass
431 / 432 436 / 437 PC	Aviation Subjects–Combined Assessment
C437.01	Solve Navigation Problems with a Manual Flight Computer
C437.02	Use a Visual Flight Rules (VFR) Navigation Chart (VNC)
<b>PO 440–Aerospace</b> <b>Discuss Aerospace Structures</b>	
M440.01	Identify Aerospace Materials
M440.02	Describe Canadian Satellites
C440.01	Describe Model Rocketry
C440.02	Launch a Small Rocket
C440.03	Discuss Characteristics of the Planets in the Solar System
C440.04	Apply the Material Science of Trusses
C440.05	Describe Robotics
C440.06	Use Star Charts
C440.07	Operate a Telescope
C440.08	Watch <i>BLAST! (Balloon-Borne Large Aperture Sub-Millimetre Telescope)</i>
C440.09	Describe the Relationship Between Gravity and Space-Time
C440.10	Discuss Kinetic and Potential Energy
C440.11	Watch <i>Einstein's Big Idea</i>
<b>PO–460 Aerodrome Operations</b> <b>Describe Aerodrome Operations Career Opportunities</b>	
C460.01	Describe Aerodrome Operations Career Opportunities
C460.02	Describe Air Traffic Control (ATC) Career Opportunities
C460.03	Describe Airport Security Career Opportunities
<b>PO–470 Aircraft Manufacturing and Maintenance</b> <b>Discuss Aspects of Aircraft Manufacturing and Maintenance</b>	
C470.01	Discuss Aircraft Manufacturers
C470.02	Discuss Aircraft Assembly
C470.03	Identify Aviation Hardware
C470.04	Disassemble and Reassemble a Small Engine

<b>PO-490 Aircrew Survival Participate in an Aircrew Survival Exercise</b>	
M490.01	Assemble an Emergency Survival Kit
M490.02	Operate a Stove and a Lantern
M490.03	Tie Knots and Lashings
M490.04	Navigate to a Waypoint Using a Global Positioning System (GPS) Receiver
M490.05	Light Fires Using Improvised Ignition
490 PC	
C490.01	Identify Climatic and Seasonal Concerns
C490.02	Improvise Tools for Use in a Survival Situation
C490.03	Move a Casualty to Shelter
C490.04	Practice Safe Toolcraft
C490.05	Navigate a Route Using a Map and Compass
C490.06	Erect, Tear Down and Pack a Tent
C490.07	Construct a Hootchie or Lean-to-Style Shelter

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**ROYAL CANADIAN AIR CADETS  
PROFICIENCY LEVEL FOUR  
INSTRUCTIONAL GUIDE**



**SECTION 2**

**EO M407.02 – DISCUSS 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-804/PG-001, *Proficiency Level 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.

Read CATO 51-01, *Air Cadet Program Outline*.

**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 to orient the cadets to the choices for year four CSTC training opportunities and to generate interest in the subject.

---

**INTRODUCTION**

---

**REVIEW**

Nil.

**OBJECTIVES**

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

**IMPORTANCE**

It is important for cadets to identify the year four CSTC training opportunities available to them because it may help them decide if and for which course they would like to apply.

---

**Teaching Point 1**

**Discuss the areas of interest of CSTC training opportunities.**

Time: 10 min

Method: Group Discussion

---

---

**BACKGROUND KNOWLEDGE**

---



The point 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. Explain the activities that are conducted within each area.

**FITNESS AND SPORTS**

Cadets will improve individual fitness and sport knowledge and skills. Activities will focus on:

- officiating,
- fitness instruction,
- sports leadership,
- coaching,
- rules and regulations of sports, and
- personal fitness.

**MUSIC****Military Band Musician**

Cadets will develop music knowledge and skills. Activities will focus on:

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

**Pipe Band Musician**

Cadets will develop music knowledge and skills. Activities will focus on:

- music theory;
- playing an instrument as part of an ensemble;

- playing an instrument as part of a pipe and drum band; and
- developing individual music skills.

### **MARKSMANSHIP**

Cadets will develop the knowledge and skills required to improve marksmanship and coaching abilities. Activities will focus on:

- recreational and competitive air rifle marksmanship,
- various marksmanship techniques,
- firing positions,
- duties of a range assistant, and
- basic duties of a marksmanship coach.

### **LEADERSHIP**

Cadets will develop the knowledge and skills required to improve leadership abilities in a peer and small group setting. Activities will focus on:

- leadership,
- supervision,
- team-building,
- instructional techniques,
- effective communication,
- problem solving, and
- ceremonial drill.

### **AVIATION**

Cadets will develop the knowledge and skills required to improve their understanding of the fundamentals of aviation. Depending on the course chosen, activities will focus on:

- pilot training,
- meteorology,
- aero engines,
- air navigation,
- airmanship,
- principles of flight,
- navigation,
- pilot decision making,
- air law,

- flight safety, and
- aviation medicine.

### **AVIATION TECHNOLOGY**

Cadets will develop knowledge and skills required to improve their understanding of the fundamentals of aviation technology. Depending on the course chosen, activities will focus on:

- aerodrome operations,
- aircraft fabrication,
- aircraft construction, and
- aircraft maintenance.

### **AEROSPACE**

Cadets will develop knowledge and skills required to improve their understanding of the fundamentals of aerospace science. Activities will focus on:

- theoretical and practical principles of space science,
- simulations of life in space,
- familiarization with recognized space missions, and
- history of space exploration.

### **AIRCREW SURVIVAL**

Cadets will develop the knowledge and skills required to improve aircrew survival skills. Activities will focus on:

- instructional techniques in the field,
- map and compass for ground navigation,
- leadership in a field setting,
- fire construction,
- shelter construction,
- signal construction, and
- food and water collection.

### **STAFF CADET ADVANCED TRAINING**

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.



Cadets can find more information about staff cadet advanced training at CATO 13-28, *Advanced Training—Staff Cadets*.



---

## 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 areas of interest in summer training appeal to you? Why?
- Q2. Who is interested in applying for summer training this year? Why?
- Q3. What extra-curricular CSTC activities did you most enjoy during previous summers? 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.

---

### CONFIRMATION OF TEACHING POINT 1

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

---

**Teaching Point 2**

**Explain the choices for year four CSTC training opportunities.**

Time: 15 min

Method: Interactive Lecture

---

**ALL SIX WEEK COURSES OFFERED WITHIN EACH AREA OF COMMON INTEREST**

**Fitness and Sports Instructor**

The aim of the Fitness and Sports Instructor course is to enhance skills developed previously, to develop leadership and instructional skills in fitness and sports settings, and to stimulate further interest in personal fitness and healthy living.

**Air Rifle Marksmanship Instructor**

The aim of the Air Rifle Marksmanship Instructor course is to enhance skills developed during proficiency level training and previous CSTC training. As well, cadets will develop leadership, coaching, and instructional skills in a marksmanship setting.

**Military Band – Advanced Musician**

The aim of the Military Band – Advanced Musician course is to enhance knowledge and skills developed during previous music courses, and to develop leadership skills in a military band setting.

**Pipe Band – Advanced Musician**

The aim of the Pipe Band – Advanced Musician course is to enhance knowledge and skills developed during previous music courses, and to develop leadership skills in a pipe band setting.

**ALL SIX WEEK COURSES OFFERED WITHIN EACH ELEMENTAL-SPECIFIC AREA**

**Leadership and Ceremonial Instructor**

The aim of the Leadership and Ceremonial Instructor course is to enhance leadership and ceremonial skills, to develop leadership and instructional skills, and to stimulate further interest in leadership and ceremonial practices.

**Survival Instructor**

The aim of the Survival Instructor course is to enhance survival skills developed previously, to develop new survival skills, and to develop leadership and instructional skills in a survival / field setting.

**Advanced Aerospace**

The aim of the Advanced Aerospace course is to enhance aerospace knowledge developed previously, develop new knowledge and skills, and further stimulate an interest in the aerospace / astronomy topics.

**Advanced Aviation Technology – Airport Operations**

The aim of the Advanced Aviation Technology – Airport Operations course is to enhance knowledge developed previously, develop new knowledge and skills, and further stimulate an interest in airport operations.

**Advanced Aviation Technology – Aircraft Maintenance**

The aim of the Advanced Aviation Technology – Aircraft Maintenance course is to enhance knowledge developed previously, develop new knowledge and skills, and further stimulate an interest in aircraft maintenance.

### **Glider Pilot Scholarship (GPS)**

The aim of the GPS is to train the successful applicant to the standard as defined in the A-CR-CCP-242/PT-005, *Air Cadet Gliding Manual*. Upon graduation from the course, cadets will be awarded their Air Cadet Glider wings and a Transport Canada Pilot Licence - Glider.

### **Power Pilot Scholarship (PPS)**

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

### **THREE-WEEK ADVANCED AVIATION COURSE**

The Advanced Aviation course is the only three-week course offered with the completion of Proficiency Level Three. The aim of this course is to enhance the cadet's knowledge of aviation subjects and to further stimulate an interest in becoming a pilot.

### **PREREQUISITES FOR EACH THREE- AND SIX-WEEK COURSE**

For all courses other than the GPS, PPS and Advanced Musician courses, the cadet must:

- be undergoing Proficiency Level Three training by the application deadline;
- successfully complete Proficiency Level Three by June 30 of the year the cadet wishes to attend the CSTC;
- be physically fit;
- complete a Summer Training Application Form;
- have parental consent; and
- be recommended by the squadron Commanding Officer.



Cadets do not have to complete a year three CSTC course to apply for year four CSTC courses.

For more information on the GPS and PPS courses, see EO C307.04 (Identify the Application Procedure for the Glider and Power Pilot Scholarships).

---

## **CONFIRMATION OF TEACHING POINT 2**

### **QUESTIONS:**

- Q1. What are the five 6-week courses offered in areas of common interest?
- Q2. What is the only three-week course offered during year three or four summer training?
- Q3. What are the prerequisites for three- and six-week courses other than the PPS?

### **ANTICIPATED ANSWERS:**

- A1. Leadership and Ceremonial Instructor, Fitness and Sports Instructor, Air Rifle Marksmanship Instructor, Military Band–Intermediate Musician, and Pipe Band–Intermediate Musician.

A2. The Advanced Aviation course.

A3. For all courses other than the PPS, the cadet must:

- be undergoing Proficiency Level Three training by the application deadline;
- successfully complete Proficiency Level Three by June 30 of the year the cadet wishes to attend the CSTC;
- be physically fit;
- complete a Summer Training Application Form;
- have parental consent; and
- be recommended by the squadron Commanding Officer.

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### **END OF LESSON CONFIRMATION**

The cadets' participation in the group discussion 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. CSTCs are also a place to meet cadets and make new friends from different squadrons across Canada. It is important to be familiar with the CSTC training opportunities offered to be able to apply for courses of interest.

### **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**

---

A0-010 CATO 11-04 Director Cadets 2. (2007). *Cadet program outline*. 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.

A3-029 CATO 51-01 Director Cadets 3. (2006). *Air cadet program outline*. Ottawa, ON: Department of National Defence.

*A3-061 CATO 54-27 Director Cadets 4. (2007). Power pilot scholarship program. Ottawa: ON: Department of National Defence.*

*A3-192 CATO 54-26 Director Cadets 4. (2007). Glider Pilot Scholarship Program. Ottawa, ON: Department of National Defence.*

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**ROYAL CANADIAN AIR CADETS**  
**PROFICIENCY LEVEL FOUR**  
**INSTRUCTIONAL GUIDE**



**SECTION 3**

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

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Total Time:	90 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-804/PG-001, *Proficiency Level 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 (officers, civilian instructors and 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 and B for each cadet.

**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.

---

**INTRODUCTION**

---

**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 requiring a merit review board.**

Time: 5 min

Method: Interactive Lecture

Merit review boards have two important benefits:

- they provide selection recommendations that are fair and open, and
- they provide cadets with a valuable life skill.

Opportunities to conduct merit review boards include:

- promotions,
- awards,
- scholarships, and
- Cadet Summer Training Centre (CSTC) training opportunities, and
- CSTC staff appointments.

**PROMOTIONS**

CATO 13-02, *Cadet Rank Promotions*, is the authority for this training.

Promotions to higher cadet ranks and appointments within the squadron provide opportunities for merit review boards. Promotion merit review boards have many benefits for the squadron, including:

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

**AWARDS**

Some squadrons 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 candidates. In all cases, recommendations are given to the CO. The CO is the final arbiter of awards.

**SCHOLARSHIPS**

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

**CSTC TRAINING OPPORTUNITIES**

When a squadron has multiple excellent candidates for a limited number of course spaces, selection of candidates 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 warrant officer positions.

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

---

## **CONFIRMATION OF TEACHING POINT 1**

### **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 squadron 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,
  - CSTC training opportunities, and
  - CSTC staff appointments.
- A3. Promotion merit review boards have many benefits for the squadron, to include:
- giving the candidates incentive to learn details of the rank or appointment responsibilities;
  - ensuring that the best candidate is selected; and
  - satisfying all members of the squadron that the best available cadet is leading them.

---

**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

---

**HOW TO PREPARE 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 these questions;
- 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 ahead of their interview. 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 exhibit high standards of dress and high levels of knowledge. The final selections will therefore 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, to include:

- 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 and legs and arms 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 candidate sits 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 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 candidate 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**



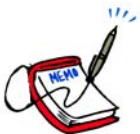
Distribute a copy of Attachment A to each cadet.

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

- candidates recounting their achievements through cadet training (eg, squadron program, CSTC program);
- candidates 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 squadron;
- scenario-based questions that relate to typical squadron situations where the candidate shares how they might approach / deal with the situation; and
- candidate achievements outside of the cadet squadron setting (eg, at school, in their community, sports teams, extracurricular activities).

Candidates 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 candidate 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.

---

## CONFIRMATION OF TEACHING POINT 2

### 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 (officers, civilian instructors and volunteers). Senior cadets should only be used as a last resort.

---

## ACTIVITY

### 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*,
- Questions for each type of practice merit review board for promotion, prepared locally,
- Marking sheets designed for the locally-prepared questions,
- Candidate scoring sheets, prepared locally,
- Electronic calculator,
- List of practice merit review board candidates showing the type of board, and
- Pens / pencils.

## **ACTIVITY LAYOUT**

In a quiet room:

- place a table and a chair for each interviewer 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;
- have the candidate's back to any window or opening to avoid distraction;
- arrange a secure holding area for candidates prior to their interview;
- arrange a separate holding area for candidates following their interview; and
- arrange for a messenger to bring each candidate for their interview as directed by the merit review board.

## **ACTIVITY INSTRUCTIONS**

1. Introduce the practice merit review board members to their room before the activity begins.
2. Ensure that each practice merit review board member has individual resources as needed.
3. Introduce the messenger to the practice merit review board.
4. Explain that the board members will tell the messenger when to bring each candidate.
5. Explain that candidates will be guided to a separate holding area after being interviewed.
6. Have the practice merit review board interview each candidate using the prepared questions.
7. Ensure that there is no contact between candidates who have completed the interview and those who are still waiting.
8. When all candidates have been interviewed, have the board members debrief each candidate individually.
9. Allow each candidate to keep the marking sheets.
10. When all candidates have been interviewed and debriefed, thank the members of the practice merit review board for their time and effort.

## **SAFETY**

Nil.

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## **CONFIRMATION OF TEACHING POINT 3**

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

---

## **END OF LESSON CONFIRMATION**

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 you obtain important opportunities. These skills will also prove invaluable throughout life.

**INSTRUCTOR NOTES / REMARKS**

Cadets will be given scenarios to prepare for a merit review board at the end of TP 2.

In the future, some nationally directed and regionally directed activities may require merit review boards.

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

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**REFERENCES**

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A0-133 CATO 13-02 Director Cadets 3. (2008). *Cadet rank promotions*. Ottawa, ON: Department of National Defence.

A3-006 CATO 55-04 Director Cadets 3. (2005). *Air cadet 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:

- your achievements through cadet training (eg, squadron program, CSTC program);
- previous positions of leadership held (eg, at cadets, at school) and your performance in related situations;
- personal goals and / or your goals for the squadron;
- achievements outside of the cadet squadron setting (eg, at school, in the community, sports teams, extra-curricular activities), and
- scenario-based questions that relate to typical squadron 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 squadron responsibilities.
- Describe your involvement in squadron teams, band and drill, flag party or clubs.
- What leadership positions have you held in any organization?
- What do you consider your own 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 these questions;
- 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 their interview. 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 therefore 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, to include:

- 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.