



TRAINING LEADERS *of* **CADETS**
BASIC COURSE
LESSON PLAN

2.2 Service Learning

VERSION:	April 2016 <i>please verify this is the latest version by visiting capmembers.com/TLC</i>
DURATION:	80 minutes approximately, and subtopic times shown in margins below are also approximate
INSTRUCTOR:	A master-rated cadet programs officer or highly experienced CC or DCC is suggested
KEY QUESTION:	How do cadet programs officers establish, supervise, and guide a cadet staff?
OBJECTIVES:	<ol style="list-style-type: none">1. Summarize the concept of service learning and discuss some of its foundational principles2. Identify staff positions cadets hold in a squadron3. Summarize the duties of each cadet staff position4. Discuss the value in aligning academics, grade, and position when designing a cadet staff5. Discuss practical considerations in establishing a cadet staff, including application process, interviews, in- and out-briefs, and term limits
SIMPLE OUTLINE:	<ol style="list-style-type: none">1. Starter: Wreaths Across America2. Service learning principles3. Anatomy of a cadet staff4. Cadet staff design principles5. Cadet staff selection practices6. Activity
CLASS ACTIVITIES:	Group discussion and cadet staff design project with oral defense
EQUIPMENT:	Whiteboard and markers



Welcome & Starter

1 min

To develop leadership and character, you have to afford a young person opportunities to lead and make decisions. Classroom instruction, role modeling, and other methods help, but service learning needs to be integral to leadership and character education.



Example: Wreaths Across America

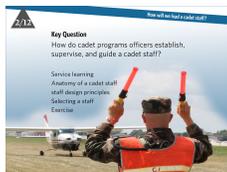
2 min

The Wreaths Across America program is a good example of a multi-faceted service learning project.

Cadets begin by studying Core Values in the classroom, and in history class at school, they've no doubt studied wars where Americans have fought and died.

What really inculcates values of service and caring is the hands-on experience of placing wreaths on veterans' graves. Further, by having a cadet staff plan the activity and direct the cadet-workers on wreath day, the cadets gain a sense of ownership and develop leadership skills.

Finally, some time spend in deliberate reflection makes the learning explicit, and the cadets become a bit more caring and service-oriented as persons. They've learned to value doing things to help other people.



Overview

2 min

During the next hour and one-half, we'll explore service learning principles, consider how CAP implements those principles through cadet staff positions, take a close look at the anatomy of a cadet staff, discuss some practical matters affecting how you make service learning happen in your squadron, and finish with an activity that lets you put a lot of this learning to the test.

Emphasis / Clarification: We're talking about how the cadet staff system is supposed to work, and that conversation will often go through the lens of service learning. ***Our key question is, How do Cadet Programs Officers establish, supervise, and guide a cadet staff?***



Introduction to Service Learning

7 min

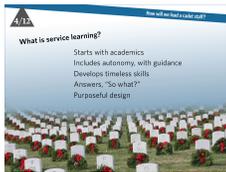
Q1: What is service learning?

A1: "Service learning is an approach to teaching in which students use academic knowledge and skills to address community needs." (National Youth Leadership Council)

Q2: Who can give some examples of how CAP cadets participate in service learning?

A2: Answers may vary. Some suggestions include:

- Participation in the emergency services mission
- Community service projects (adopt a highway)
- Parades and color guard events
- Mentoring to younger kids (rocketry with Cub Scouts)
- Staff service within the Cadet Program (the focus of this lesson)



Q2: How does service learning differ from traditional, classroom learning?

A2: Service learning is student-centered; it places the student's interests and needs at the center, instead of the subject matter or the instructor's preferences. Some specific differences include:

- Hands-on, out-of-classroom learning
- Develops skills, not just knowledge
- Classroom learning is teacher-centric, with student as notetaker
- Service learning involves shared control, with teachers as mentor/facilitators
- Student autonomy means students have freedom to make mistakes
- Real-world relevance, not mere theory or rote knowledge
- Learners as co-creators in the learning process
- Assumes that helping others is a civic responsibility

Transition: We've discussed some general principles of service learning. Now let's go a bit deeper and talk about a process you can follow to bring service learning to your squadron.



Service Learning Process

4 min

Service learning is a deliberate process designed to fulfill learning objectives that the instructor/facilitator sets in advance. The process of service learning might be reduced to three main steps:

Q1: Study. Why would service learning begin with study?

A1: It creates the foundation necessary for more meaningful learning. Ideally, service learning is the practical expression of academic lessons.

Q2: Experience. What would the “experience” step in the service learning process entail?

A2: Service learning involves hands-on, experiential learning. To be meaningful, the activities must be carefully designed encounters between the student, the academic subject matter, and the community. Again, service learning must be student-centered, meaning the students will exercise some autonomy in a hands-on project that allows room for them to make mistakes and pursue their own interests.

Q3: Reflection. What role does “reflection” play in the process?

A3: Service learning has great potential to get students to ask and answer the “so what” question. “I’ve placed 100 wreaths on veterans’ graves, so what? What did I learn, what can I take away from this experience? Has this experience changed me, what I value, what I believe, in some way?” In short, the third and final component of service learning is reflection.

Cadet Staff as Service Learning Program

3 min

Q1: If you were to think as an educator who values service learning, what would you say is the reason for squadrons having a cadet staff?

A1: We don’t have a cadet staff to meet the squadron’s managerial needs. Rather, we have a cadet staff because our business is leadership and character development, and service learning is a useful method to develop young people into leaders of character.

Interim Summary: In designing a cadet staff, prefer:

- maximum opportunities for cadets, not managerial efficiency
- granting cadets freedom to make mistakes, not insisting on perfect execution of programs
- cadets cycling through a variety of roles, not following a rigid hierarchy



Anatomy of a Cadet Staff

20 min

This diagram depicts the *major* positions you'll see in a squadron.

Assign one position to each student. Have the students read the position description in the *Cadet Staff Handbook*, one person per job, and then verbally brief the class on how their position relates to the following five items:

- Position title
- Typical grades
- Main duties
- Pre-requisite positions / skills
- Learning goals

Replies will vary, but should resemble what is shown in the table below.

Position	Typical Grades	Main Duties	Suggested Pre-Requisites	Learning Goals
Cadet Commander	C/Capt - C/Col	Set goals, establish procedures, coordinate staff, lead by example	Success in several staff positions, especially Flight CC	Strategic perspectives Indirect leadership
Cadet Deputy Commander	C/Capt - C/Lt Col	Manage cadet ops, supervise Flight CCs, monitor inspections & training needs; #2 cadet	Success in several staff positions, especially Flight CC	Strategic perspectives Indirect leadership
Cadet Executive Officer	C/Capt - C/Lt Col	Manage C/Staff mission support functions; Records, websites, communications, logistical needs	Success in at least one prior staff position	Strategic perspectives Indirect leadership
Cadet Leadership Officer	C/2d Lt - C/Lt Col	Instruct cadets in leadership topics, mentor NCO staff	Success as a Flight Sgt; enthusiasm for leadership	Indirect leadership
Cadet Aerospace Officer	C/2d Lt - C/Lt Col	Instruct cadets in AE topics; lead AE-related activities with AEO	Aptitude for AE	Indirect leadership
First Sergeant	C/MSgt - C/CMSgt	Lead PT and drill, keep cadets safe, help with training and inspections, monitor morale, monitor attendance and retention	Success as a Flight Sergeant; superb skills in drill, uniforms, bearing	Small team leadership Indirect leadership
Flight Commander	C/2d Lt - C/Capt	Instruct cadets, motivate flight, mentor Flight Sgt and Element Leaders, set goals for flight, coach and counsel cadets	Success as a Flight Sergeant	Indirect leadership Small team leadership
Flight Sergeant	C/SSgt - C/CMSgt	Instruct cadets in basic subjects, motivate flight, lead in drill, model uniform wear, mentor individual cadets as needed	Element leader	Small team leadership
Element Leader	C/A1C - C/TSgt	Prepare cadets for inspections & debrief, pass on info, motivate element, be new cadet's first source for help, teach basic drill	Basic proficiency in elementary drill, uniforms, general cadet knowledge	Small team leadership

Transition: We've examined the anatomy of a cadet staff, but next we need to understand the "art" of matching individual cadets to tailor-made challenges.



The Unity of Academics, Grade, & Position

4 min

As shown on the slide, academics, grade, and position and supposed to be tied together as you design your cadet staff.

Q1: Who wants to explain why and how that is so?

A1: **Academics** are the base of knowledge cadets already possess and the subject matter they are studying in *Learn to Lead*. Academics provides a foundation for the service learning.

Grade is an important consideration in cadet staff design. The cadets advance through the program sequentially, (Achievement 1, 2, 3 ...), and the curriculum grows progressively more challenging as the cadets advance, so someone's grade is a good approximation of their knowledge level and skill set.

Position is the set of duties and challenges the cadet fulfills through service learning. Position has to be right-sized to the cadet's academics and grade, or else the service learning opportunity will be too easy or too challenging.

Transition: Our principle is that we align academics, grade, and position. But let's see how that principle plays-out in big and small units, top-heavy and bottom-heavy units.

Dynamic Staff Design

7 min

At any given moment, you might not have a cadet ready to fulfill every position. If your unit is new or rebuilding, you're "bottom heavy," and need a staff design that reflects your cadets' comparatively low level of readiness. Or, if your unit is cresting, you're "top heavy," and need a different design.

Q1: How would your cadet staff design change if you're bottom heavy or top heavy?

A1: There is no single, fixed design for a cadet staff. Rather, the staff design should be fitted to the cadets' level of readiness, following the principle of academics / grade / position unity.



Q2: If the cadet staff design can change, what does that mean for the adults' roles?

A2: The adult staff's role is also dynamic. In a "top heavy" squadron, cadet officers shoulder a large portion of the squadron's leadership and managerial burden. Consequently, these lucky seniors do a lot of mentoring and quality-checking, and relatively little hands-on planning and direct instruction. But in a "bottom heavy" squadron, the cadets aren't ready to own many planning and instructional duties. Consequently, the top positions should remain vacant, and the senior staff needs to step forward to fill the gap.



Show and tell some of the bottom heavy / top heavy designs and small unit / large unit designs shown in the Cadet Staff Handbook, Appendix 2.



Transparent & Open Staff Selection Process

7 min

Should have 30 minutes remaining

Applications & Interviews

Q1: How do you pick who will serve in the various positions on the cadet staff? Who makes these decisions?

A1: Ranking cadets and senior members should have a say in how staff assignments are defined. Ultimately, the squadron commander has the final decision. Whatever process is used, make it an open and honest one.

Emphasis Item: Interviews might seem unnecessary, but they are good learning experiences. *Briefly review the sample questions shown on page 5 of the Cadet Staff Handbook.*

In-Briefings

Q2: A 14 year old C/SSgt has been selected to serve as flight sergeant. It's the first major assignment for this cadet. What needs to happen for that cadet to get off to a good start in their new job?

A2: Answers can vary. *Briefly review the checklist on page 6 of the Cadet Staff Handbook.*

Emphasis Item: Term limits are important tools. They remind high-ranking cadets that their position is not theirs indefinitely, and if a cadet is found to be assigned to a position that is too challenging, the term limit avoids your having to sack the cadet. Finally, through term limits, lower-ranking cadets will realize that leadership opportunities will open up for them in time.

Debriefings

Q3: It's the end of a cadet's term as flight commander. What can you (or a cadet officer) do to help the cadet finish the job in a way that's both positive and educational?

A3: Answers can vary. *Briefly review the checklist on page 6 of the Cadet Staff Handbook.*

Interim Summary: If we're going to give cadets some autonomy and ownership in their program, then it's important for us as Cadet Programs Officers to run an open and honest selection process, to ensure they understand their responsibilities, and to help them learn from the experience.



Activity: Designing a Cadet Staff

20 min

Divide the class into four teams, or into teams with 3-5 students each. Assign each team one of the squadrons below. Or if you like, give each team two squadrons for sake of variety.

Instructions for Students

- Your task is to design a staff structure for your squadron. How many flights and elements will you have? Will you fill every position? Which positions will you assign to which cadet?
- Keep in mind that there is no one-size-fits-all structure for a cadet unit, and the goal is to give each cadet an assignment that is tailor-made to their rank and leadership skill.
- Only the highest ranking cadets are listed here. Red Squadron, for example, lists 6 staff candidates, and a total strength of 12, so we know there are 6 more “ghost” cadets that are lower-ranking than the six shown below.
- You are free to consult the charts in Appendix 2 of the Cadet Staff Handbook.
- Format of Your Answer: Give your answer in the format of an organizational chart. In each “box” on your chart, give the cadet’s name and their position.

Red Squadron 	Blue Squadron 	Yellow Squadron 	Orange Squadron 
Abby C/Amn	Gus C/TSgt	Montel C/1st Lt	Tanjela C/2d Lt
Blake C/A1C	Hilda C/A1C	Nancy C/SSgt	Upton C/2d Lt
Carlos C/A1C	Isabelle C/MSgt	Olivia C/MSgt	Vicky C/Lt Col
Dorothy C/Amn	Jerome C/SrA	Pedro C/Capt	Walt C/Lt Col
Everett C/SrA	Kari C/A1C	Quentin C/SMSgt	Xavier C/Maj
Frank C/Amn	Lamar C/A1C	Russ C/1st Lt	Yvonne C/TSgt
		Sun C/MSgt	Zach C/SSgt
Total Strength: 12 cadets	Total Strength: 18 cadets	Total Strength: 24 cadets	Total Strength: 30 cadets

Instructor Note: Give the students 5-10 minutes to prepare their solutions. Then regroup as a class, have each team identify its problem and diagram its solution on the whiteboard.

Answers can vary. What’s important is that the students choose jobs appropriate for each cadet’s grade (e.g., no NCO or officer roles for the airmen of Red Squadron), and a structure appropriate for the unit’s overall size (e.g., tiny Red Squadron can suffice with just one flight).

Closing Thought for Activity

Remember that there’s no “standard” design for a cadet staff. Every squadron is different. The challenge is to find a structure that works for your unit, given its size and the cadets’ experience level.



Lesson Summary

3 min

Leadership and character education involves academic study, service learning, and reflection.

Squadrons have cadet staffs so that cadets can apply leadership and character lessons.

Adults design the cadet staff, ensuring that academics, position, and grade are aligned.

Cadet staff act with an increasing degree of autonomy, and are free to make mistakes.

Cadet staff selection needs to follow a transparent and open process.

The Cadet Staff Handbook is your #1 resource for making your cadet staff system a service learning program.