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

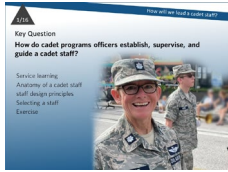| 2.2 Service Learning |
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VERSION:	October 2021 *please verify this is the latest version by visiting gocivilairpatrol.com/TLC*
DURATION:	85 minutes approximately, and subtopic times shown in margins below are also approximate
INSTRUCTOR:	A master-rated cadet programs officer or highly experienced CC or CDC is suggested
KEY QUESTION:	How do cadet programs officers establish, supervise, and guide a cadet staff?
OBJECTIVES:	1. Summarize the concept of service learning and discuss some of its foundational principles
	2. Identify staff positions cadets hold in a squadron
	3. Summarize the duties of each cadet staff position
	4. Discuss the value in aligning academics, grade, and position when designing a cadet staff
	5. Discuss practical considerations in establishing a cadet staff, including application process, interviews, in- and out-briefs, and term limits
SIMPLE OUTLINE:	1. Starter
	2. Overview
	3. Example: Red Ribbon Leadership Academy Prep
	4. Intro to service Learning
	5. Service learning principles
	6. Activity: Example review – Identify Service Learning
	7. Cadet Staff as a Leadership Program
	8. Anatomy of a cadet staff
	9. Unity of Academics, Grade and Position
	10. Dynamic Staff Design
	11. Transparent and Open Selection Process
	12. Activity: Design a Cadet Staff
	13. Lesson Summary
CLASS ACTIVITIES:	Group discussion, review example to identify steps in the service learning process, and cadet staff design project with oral defense
EQUIPMENT:	Whiteboard and markers; Wi-Fi for access to CAPP 60-31 *Cadet Staff Handbook,* and CAPR 60-1

Welcome & Starter   1 min

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

### Overview   2 min

During the next hour and a 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?***
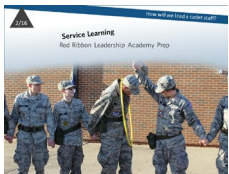
Example: Red Ribbon Leadership Academy Prep   2 min
*Students can follow along in their Student Packet*

Tonight's squadron meeting will include a training block to equip some cadets to lead a session of the Red Ribbon Leadership Academy, which the squadron will be hosting for local middle schoolers. C/Col Smith, the cadet commander of the squadron, has ensured this training block made it onto the squadron planner weeks ago. He also ensured that an appropriate instructor was selected. In this case, C/1st Lt Brown would be teaching the class on leading the "Indiana's Challenge" activity. She has become quite skilled in this area after learning much about this activity at recent events where she was able to observe it and participate. C/Col Smith put his Cadet Deputy Commander of Support in charge of ensuring that C/1st Lt Brown had all the materials necessary for the session to be successful.

The squadron's adult leaders had been checking in with the cadet team throughout the process. The Deputy Commander for Cadets connected with the Cadet Commander to ensure that there was a schedule and a plan, both for the squadron meetings and for the impending Red Ribbon Leadership Academy. The CDC acted as a guide to help the C/CC lead the squadron towards success.

The Leadership Education Officer ensured that C/1st Lt Brown was ready to teach, and assisted her in creating a lesson plan for the activity, and even giving an opportunity for a dry-run though the session. After the teaching session the Leadership Education Officer and C/1st Lt Brown connected to discuss how the session went, what could have been better and how to make it better in the future. The Deputy Commander of Cadets connects regularly with the Cadet Commander to evaluate the squadron progress as well as C/Col Smith's leadership development. The Cadet leadership team meets regularly to both plan upcoming event, but also to debrief recent activities.

We will return to our example in a minute, but first let's take a look at what Service Learning really is.
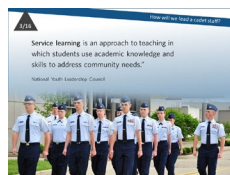
"Service learning is an approach to teaching in which students use academic knowledge and skills to address community needs." (National Youth Leadership Council)

We are not talking about community service (while service-learning does benefit the community). "Service-learning, as a teaching strategy, involves young people in engaging learning activities, while preparing them to be life-long members of a democratic society." (National Youth Leadership Council).

Young people are taking the skills they have learned and then use them to benefit the community, (this may be the CAP community, the local community or even the global community), all while learning though the process.

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, food drive)
- Parades and color guard events
- Mentoring to younger kids (Red Ribbon Leadership Academy, AE outreach)
- **Staff service within the Cadet Program (the focus of this lesson)**
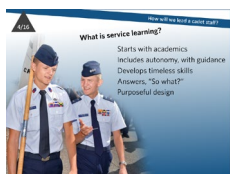
Q2: How does service learning differ from traditional, classroom learning?

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
- **Service learning involves shared control, with teachers as mentor/facilitators, students *actively participating and experiencing* the learning**
  - vs. Classroom learning: teacher-centric, with student as a passive learner
- 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: Study, Experience, Reflect

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 <u>hands-on, experiential learning</u>: learn by doing. To be meaningful, the activities must be <u>carefully designed encounters</u> between the student, the academic subject matter, and the community (i.e. our cadet staff system). Again, service learning must be <u>student-centered</u>, meaning the students will exercise some <u>autonomy</u> in a hands-on project that allows room for them to make mistakes and pursue their own interests.

Service learning is a blend of studying and volunteering at the same time. Both the volunteering and the studying focus on the same field, so each experience reinforces the other. This makes both more compelling and valuable to both the volunteer and those they serve.

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 led this drill session, so what?"

- What did I learn? What can I take away from this experience?
- How can I apply it to my next 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 *intentional* reflection, guided by staff who are asking thought-provoking questions, and engaging in intentional discussion. Participants share what they learn, troubleshoot difficulties, and bring their service experience into meaningful discussions to better apply their learning experience to the real world.
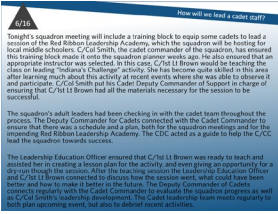
Example Review   7 min

Q1: Let's revisit our example, where in this example do you see any components of Service Learning? *The text for the example is available their Student Packet.*

A1: **Study:**

- C/1st Lt Brown: Learned the "Indiana's Challenge" at past activities
- Cadets in session are now learning the "Indiana's Challenge" so they can lead it at a future date
- Not mentioned, but inherent, that the Cadet Commander and Cadet Deputy Commander of Support likely had been in lower positions where they had learned about planning and organizing

Experience:

- C/1st Lt Brown
  - Lesson planning
  - Teaching
- Cadet Commander
  - Planning & management (people & logistics): squadron schedules, Red Ribbon leadership Academy
  - Goal setting: organizing meetings to ensure cadets are trained in time
  - Delegation to Cadet Deputy Commander of Support
- Cadet Deputy Commander of Support
  - Planning
  - Logistics management
- Cadets in session are preparing to experience teaching at the Red Ribbon Leadership Academy

Reflection:

- C/1st Lt Brown: Post teaching reflection session with LEO
- Deputy Commander for Cadets connected with the Cadet Commander
- The Cadet leadership team meets regularly to both plan upcoming event, but also to debrief recent activities.

Cadet Staff as a Service Learning Program   1 min

Q1: Thinking as a Youth Development Professional 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 <u>our business is leadership and character development</u>, 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
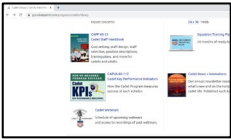- cadets cycling through a variety of roles, not following a rigid hierarchy

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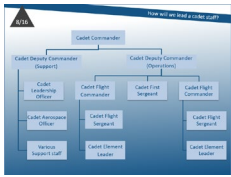
Anatomy of a Cadet Staff   **20 min**

This diagram depicts the *major* positions you'll see in a squadron.
Assign one of the positions below to each student. Give the students 2-3 minutes to read the position description in the CAPP 60-31 Cadet Staff Handbook, and complete the chart in their student packet, one person per job. Then verbally brief the class on how their position relates to the following five items. Demonstrate where on the national website this resource can be found. **Physically go to the website and show them how to open the handbook.**

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

Position	Required Grades (Min/Max)	Main Duties	Suggested Pre-Requisites	Learning Goals
Cadet Commander	C/2d Lt – C/Col *Sug. min: C/1st Lt*	Set goals, establish procedures, coordinate staff, Direct the Cadet Corps, lead by example	Success in several staff positions, especially Flight Commander	Strategic perspectives Indirect leadership
Cadet Deputy Commander (Operations)	C/2d Lt – C/Col *Sug. min: C/1st Lt*	Manage cadet ops, supervise Flight Commanders, monitor inspections & training needs; #2 cadet	Success in several staff positions, especially Flight Commander	Strategic perspectives Indirect leadership
Cadet Deputy Commander (Support)	C/2d Lt – C/Col *Sug. min: C/1st Lt*	Manage cadet support staff functions, maintain records, websites, communications, logistical needs	Success in at least one prior staff position	Strategic perspectives Indirect leadership
Cadet Leadership Officer	C/2d Lt – C/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/Col	Instruct cadets in AE topics; lead AE-related activities with AEO	Aptitude for AE	Indirect leadership
First Sergeant	C/Sgt – 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/MSgt – C/Capt *Sug. min: C/2d Lt*	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 *Sug. max: C/MSgt*	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/CMSgt *Sug. max: 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. **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.

Emphasis Item: There are minimum and maximum grade requirements for cadet staff position. Refer to CAPR 60-1, 4.1.1 & Table 4.1

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.

Don't Advance slide yet.

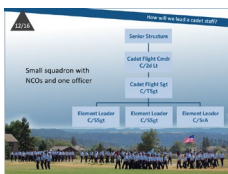## Dynamic Staff Design   7 min

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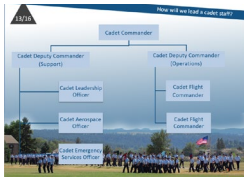
Q1:   How would your cadet staff design change if you're bottom heavy or top heavy?

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.
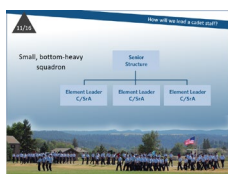
Show slides after class has a chance to answer

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.

Review some of the bottom heavy / top heavy designs and small unit / large unit designs shown in the CAPP 60-31 Cadet Staff Handbook, Appendix 2.

Transparent & Open Staff Selection Process   **7 min**

Applications & Interviews

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

A1: Criteria for filling a staff position should be guided by grade and ability. Ranking cadets should lead the discussion on who might meet these criteria, guided by senior members. Ultimately, the squadron commander has the final decision. Whatever specific criteria and process is used, make it an open and honest one that is clear to both cadets of all levels and the adult leaders.

Q2: Why bother conducting an interview for a cadet you already know is going to fill the position? Perhaps there is only one person who makes sense.

A2: Interviews might seem unnecessary, but a professional interview sets the tone and the expectations for the cadet entering the role. How you frame this role is likely how the cadet will perceive it. Additionally, an interview process is an excellent learning experience for the cadet being interviewed, as well as the ranking cadet assisting with the interview process, guided by senior members.
Briefly review the sample questions shown on page 5 of the CAPP 60-31 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.* Again, the format of this process will set a tone for the expectations of this position and the cadet filling it. You are role modeling expectations throughout this process.

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 and/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 CAPP 60-31 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.
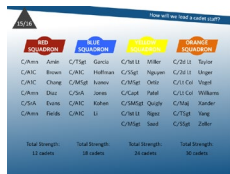
Activity: Designing a Cadet Staff   **20 min**

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? What will your adult leaders do?

- 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 encouraged to consult the charts in Appendix 2 of the CAPP 60-31 *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**	
C/Amn	Amin	C/TSgt	Garcia	C/1st Lt	Miller		Taylor
C/A1C	Brown	C/A1C	Hoffman	C/SSgt	Nguyen	C/2d Lt	Unger
C/A1C	Chang	C/MSgt	Ivanov	C/MSgt	Ortiz	C/Lt Col	Vogel
C/Amn	Diaz	C/SrA	Jones	C/Capt	Patel	C/Lt Col	Williams
C/SrA	Evans	C/A1C	Kohen	C/SMSgt	Quigly	C/Maj	Xander
C/Amn	Fields	C/A1C	Li	C/1st Lt	Rigez	C/TSgt	Yang
				C/MSgt	Saad	C/SSgt	Zeller
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. This a dynamic design that changes over times as cadets move though the program. What works this year may not work next year.
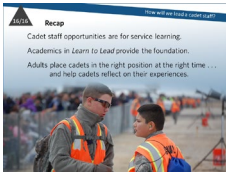
Lesson Summary **3 min**

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

Squadrons have cadet staff 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 CAPP 60-31 *Cadet Staff Handbook* is your #1 resource for making your cadet staff system a service-learning program.