

2. Cadet Skills

Objectives

- a. Understand how to be and how to use a wingman
- b. Gain familiarity with the New Cadet Guide as a resource
- c. Understand the importance of goal setting
- d. Use SMART principles to establish short term goals
- e. Navigate eServices, AXIS, and Cadet Interactive modules
- f. Discuss the four basic steps in the safety process
- g. Demonstrate how to use a magnetic compass

Lessons

2.1 Cadet Wingman Course

Key Question: How can cadets aim for excellence, stay safe, and have fun in CAP?

2.2 Cadet Welcome Course

Key Question: What information is in the New Cadet Guide?

2.3 Goal Setting

Key Question: How can I make and reach appropriate goals in life?

2.4 Introduction to eServices

Key Question: How can I find what I need on CAP's internal website?

2.5 Field Safety

Key Question: How can we be safe while training in the field?

2.6 Compass Course

Activity using magnetic compasses

2.1 Cadet Wingman Course

Key Question: How can cadets aim for excellence, stay safe, and have fun in CAP?

This course combines four main topics that at first glance might not appear to fit together: Core Values, the wingman concept, safety, and cadet protection. The wingman concept is what connects the topics and provides the lesson's central theme, which is to use a wingman to aim for excellence, stay safe, and have fun. Put simply, the Cadet Wingman Course is a carefully designed learning experience that takes brand new cadets and equips them with some fundamental information and skills concerning the imperative to stay safe so they can achieve their goals and "accomplish the mission."

Suggested Instructor

A Senior member such as leadership officer, chaplain/CDI, or safety officer

Duration

45-60 minutes

Goal

Understand how to be and how to use a wingman

Objectives

1. Core Values. Defend the idea that personal honor is important to cadets and the Air Force
2. Core Values. Identify the Core Values and explain the meaning of each in your own words
3. Wingman. Explain what a "wingman" is, in a cadet context
4. Wingman. Describe some practical ways cadets can look-out for their wingman
5. Safety. Defend the idea that a pro-safety attitude is important to cadets and the Air Force
6. Safety. Explain what cadets should do if they see a hazard
7. Safety. Describe a basic process cadets can use to think ahead for safety
8. Cadet Protection. Describe some warning signs of abuse to watch for in your wingman

Materials Needed

- One yardstick, dowel, or foam pool noodles, 3' to 4' in length, per pair of cadets
- One blindfold per pair of cadets
- A computer with internet connection, or download the slides in advance
- A projector (helpful, not required)
- Learn to Lead, vol. 1, pp. 8-13
- New Cadet Guide for each cadet
- A copy of the Cadet Wingman Course Quiz for each cadet

Recordkeeping

Record course completion in eServices using the Cadet Promotions Data Entry/Accomplishments page. To enter credit for multiple cadets use the bulk entry module. Select Character Development as the task and Cadet Wingman Course as the Lesson Type.

Find the full lesson plan, slides and video at www.gocivilairpatrol.com/wingman.

2.2 Cadet Welcome Course

Key Question: What information is in the New Cadet Guide?

Cadets are encouraged to complete the Cadet Welcome Course online after Week 3 or as soon as they're able to access eServices.

A classroom-based lesson plan is available as an alternative for cadets/squadrons lacking internet access or assisting cadets with special needs. If needed, find the lesson plan in the [Cadet Library](#).

2.3 Goal Setting

Key question: How can I make and reach appropriate goals?

A goal is simply a dream with a deadline. Goal setting is an important skill that can apply to many different aspects of cadet life. During this activity cadets will learn the basics of SMART goals and how to apply them to their physical fitness.

Suggested Instructor

A cadet officer or NCO should lead this activity

Duration

15 minutes

Objectives

1. Recognize the characteristics of a SMART goal.
2. Demonstrate creating an appropriate fitness goal.

Equipment Needed

CPFT results for each cadet

Fitness Goal Setting handouts for each cadet

LESSON OUTLINE

INTRODUCTION

Has anyone here completed a goal in life? Tell me about it. What was the goal and how did you reach it?

Anticipated response

Making a sports team, saving money for something special, studying for an exam, etc...

So you identified something you wanted to do, made a plan as to how you could accomplish it, worked through the plan and were successful.

Has anyone had a different experience, maybe there was a goal you had that you didn't complete or succeed at. Would anyone like to share something along those lines?

Anticipated response

Bombing a test you weren't able to study for, missing a deadline for something because it wasn't written down, losing to another team.

TRANSITION

We don't always succeed. Sometimes our planning is inadequate, sometimes there are things outside our control, and sometimes we do everything we can to reach a goal, but maybe it wasn't realistic. There are some techniques we can use to stack the deck in our favor and help us succeed in setting and

reaching goals. We're going to use the fitness assessment we just took to practice this goal setting, but you'll see that the techniques can be applied to many other areas of your life.

LONG AND SHORT TERM GOALS

What differentiates a dream and a goal? I dream of being in the NBA. I have a goal to make the varsity basketball team this year. To meet that goal I'm running and practicing drills for an hour every day until tryouts.

Goals are dreams with deadlines. How do you set goals? What process should you follow? One approach is called "S.M.A.R.T. Goals." (adapted from CAPP 60-31, Cadet Staff Handbook)

Specific

A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

Who: Who is involved?

What: What do I want to accomplish?

Where: Identify a location.

When: Establish a time frame.

Which: Identify requirements and constraints.

Why: Specific reasons or benefits of accomplishing the goal.

Example: A general goal would be, "Get in shape." But a specific goal would say, "Join the Willow Street Gym and workout 3 days a week."

Measurable

Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal. To determine if your goal is measurable, ask questions such as How much? How many? How will I know when it is accomplished?

Attainable

When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals. You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps.

Realistic

To be realistic, a goal must represent an objective toward which you are both willing and able to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever

accomplished seemed easy simply because they were a labor of love. Your goal is probably realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past, or ask yourself what conditions would have to exist to accomplish this goal.

Tangible

A goal is tangible when you can experience it with one of the senses: taste, touch, smell, sight or hearing. When your goal is tangible, or when you tie a tangible goal to an intangible goal, you have a better chance of making it specific and measurable, and thus attainable. Intangible goals are your goals for the internal changes required to reach more tangible goals. They are the personality characteristics and the behavior patterns you must develop to pave the way to success in your career or for reaching some other long-term goal. Since intangible goals are vital for improving your effectiveness, give close attention to tangible ways for measuring them.

TRANSITION

Now we're going to take these principles of SMART goals and practice applying them to our fitness. If you're not yet in the HFZ, attaining it might be your goal. If you already meet that, you'll want to find another stretch goal.

Let's all write down our CPFT results, our current fitness baselines, into the top part of the fitness goal setting handout. Take a moment to individually identify just one or two areas where you'd like to improve. Now create a SMART goal for that area and write down the desired outcome.

Pair up with the person next to you and talk about your goals. Are they specific, measurable, attainable, realistic and tangible? Use your partner's feedback to tweak the goal if needed.

Now, what are the steps we can take to achieve this goal? Write down what activities you'll perform to reach this outcome and when you'll do them.

Once you're happy with your goals and the steps you'll be reaching, commit yourself to the achievement of the goal and sign your sheet. Your wingman will commit to helping support you. Take these home and hang it up somewhere you'll see it to help remind you of your goal and your plan. Later you can apply these SMART principles to your goals in school, with your hobbies, CAP, and more.

Fitness Goal Setting

Setting goals is the first step in reaching your dreams. Use this worksheet to help you look at where you are with your fitness currently, think about where you want to be, create an action plan to get you there and commit to working hard to bring it about. Setting, working towards, and reevaluating your goals is an continual practice. The more you familiarize yourself with the process, and the better you know yourself, the more effective your goal setting will be.

1. Determine a baseline.

Aerobic Fitness
PACER
Mile Run
Muscular Strength & Endurance
Curl-up
Push-up

Flexibility
Sit & Reach
Other



2. Clearly define the desired outcome.

Goals
Write down at least one long-term goal. Focus on where you want to be in the next 6 months to a year.
1
2
3

3. List activities to be performed.

Action	Due Date



4. Identify a timeline.

5. Commit to the achievement of the goal.

I pledge to work towards my fitness goals. I commit myself to health and I will push myself to be better each day. I will not be discouraged. If I need help I will reach out to my fitness partner and, in turn, I will support those around me.

I pledge to support my fitness partner in reaching their goals. I will motivate, provide encouragement and accountability.

6. Reinforce by working towards your goals daily. Put this sheet somewhere you'll see it everyday. Reassess at your due dates. Exceed the challenge!

2.5 Field Safety

Key Question: How can we be safe while training in the field?

As cadets begin their first “field” activity, it is important for them to learn that in CAP we emphasize safety. This short briefing is designed for leaders to communicate their expectations to cadets regarding safety. Cadets will work through a 4-step safety process that is an abbreviated version of operational risk management (ORM), developed by the Navy. Instructors should customize the briefing to meet the needs of local conditions.

Suggested Instructor

A cadet officer or NCO, working under senior supervision, should lead this briefing

Duration

10 min

Objectives

1. Defend the idea that everyone in CAP is responsible for looking out for one another’s safety
2. Discuss the four basic steps in the safety process

LESSON OUTLINE

Introduction

In CAP, we think of ourselves as a team of professionals. Therefore, we take safety seriously. In our lifesaving emergency services missions, it is vital that we stay alert, watch our surroundings, and think before we act. For the next 5 or 10 minutes, we’ll consider the four steps of the safety process:

1. Identify what can go wrong
2. See if we can do anything to avoid those hazards
3. Act to make the situation safer
4. Speak up if you’re unable to take the right action

Discussion Questions

1. Today we will conduct a compass course. Our first step in the safety process is to identify the risks. What can go wrong during this activity? What sort of accidents or safety hazards should we be on watch for?

Anticipated Responses (will vary depending on the local environment)

- Slips, trips, and falls
- Getting lost
- Horsing around
- Becoming separated from the group
- Getting stuck in bad weather
- Heat exhaustion, dehydration, or frostbite (depending on local conditions)

2. Our second step in the safety process is to use your brain and think about the hazards we just identified. What can we do to keep those hazards from hurting someone?

Anticipated Responses (will vary depending on the local environment)

- Slips, trips, and falls: Ensure everyone is wearing decent footwear; warn cadets to be mindful of uneven ground, loose rocks, low-hanging tree branches, etc.
- Getting lost: Take note of major landmarks like mountains, towers, lakes, roads, that can be used as a reference point; ensure everyone knows where we're going; bring a map and compass; stick together; use the buddy system
- Horsing around: Recognize we want to have a successful training and also have fun, but horsing around is something that can lead to an accident – don't do it
- Becoming separated from the group: Stick together and stay with your buddy; stop at every waypoint, trail junction, etc., to ensure everyone is still together
- Getting stuck in bad weather: Check the forecast and ensure everyone has the right gear before setting out. If the weather gets bad, turn back before it's too late.
- Heat exhaustion, dehydration, or frostbite (depending on local conditions): Check the forecast; dress appropriately; bring plenty of water and drink regularly

3. Our third step in the safety process is to correct the situation so we can be safe during the activity. Is there anything we need to do before setting out, based on the hazards we just discussed?

Anticipated Responses

- Verify everyone has a compass and knows the compass course
- Verify everyone has good footwear and proper clothing
- Group cadets into pairs so everyone can use the buddy system...etc.

4. Our final step in the safety process is to tell a leader if you're unable to take the right action. In other words, if you're missing equipment, if you see something that might be unsafe, or if you are unsure about something, speak up.

Conclusion

No activity is perfectly safe. But by spending a few minutes to consider the hazards and figuring out what we need to do to stay safe, we've just greatly reduced the risk that anyone will get hurt today.

2.6 Compass Course

For their introduction to the Cadet Program's activities element, cadets will participate in a compass course. This activity is intended as a fun exercise that challenges cadets to apply the teamwork and leadership skills they have been learning throughout Great Start. A nice secondary benefit is that cadets will learn how to use a magnetic compass, which will give them a head start in their emergency services training. It is also a good opportunity for the squadron to describe any special local programs that the unit conducts relative to land navigation (e.g.: hikes, bivouacs, orienteering, ground team training, etc.).

Suggested Instructors

A cadet officer, highly proficient with the compass, should oversee the compass course

A number of cadet NCOs who are proficient with a compass should serve as instructors and coaches

Duration

70 min

Objectives

1. Demonstrate how to make a pace count
2. Demonstrate how to take bearings using a magnetic compass
3. Apply basic teamwork skills to include listening actively, cooperating, and working together to solve problems

Special Equipment

Measuring tape (the longer the better)

Index cards or something similar

Magnetic compasses (enough for each cadet, or at least one per group)

Course Preparation

Pace Line. Use a measuring tape to mark a 100-foot line for cadets to use in figuring their pace count.

Site Selection. For an introductory compass course like this, a large parking lot or a field makes a good site. If the unit wishes to take the course into the woods, consider what uniform / clothing the cadets will be wearing, and also consider safety.

Waypoints. Include 5 to 10 waypoints in the course. Design the course so that the first 2 or 3 waypoints have simple bearings (ie: 90 degrees) and short pace counts (ie: 30 feet). Gradually lengthen the distance between waypoints. Likewise, do not include any obstructions in the course, except on the final 1 or 2 waypoints.

Markers. At each waypoint, leave a marker (ie: an index card) that gives cadets the bearing and distance to the next waypoint. Always give the distance in either feet or meters, not paces.

Multiple Courses. Cadets might watch the other teams to see where the waypoints are located. To avoid this, teams could be sequestered and sent onto the course in intervals, or the staff could design a few different courses co-located on the same field.

LESSON OUTLINE

Divide the cadets into groups of 2 to 4 cadets each.

1. Magnetic Compass. 10 min

Brief the cadets on how to take bearings using a magnetic compass. For their first exercise, have the cadets perform a simple 3-leg compass walk (also known as a compass triangle). Pick a bearing to begin at (say 360 deg, north), have the cadets walk 10 paces, then add 120 degrees to the bearing, walk another 10 paces, and then add another 120 degrees to the bearing and walk another 10 paces. The cadets should return to the place where they started.

Brief the cadets on how to handle long pace counts and obstructions. For example, if they are assigned to walk 500 paces instead of a manageable 10 paces, they would need to focus on a marker as they made their bearing – a tree, a telephone pole, etc. – or better yet, they could send a fellow cadet a good distance out into the field, then direct that cadet to an exact spot such that their body serves as a marker. And if their bearing crosses an obstruction, they will need to stop short of the obstruction, deliberately change course to get around the obstacle, then return to course. For more on obstacles, see the slides mentioned above.

2. Pace Count 5 min

Have the cadets figure their pace count. To do this, have the cadets walk a set distance, say 100 feet, at a normal stride, while counting their paces. Have the cadets return to the starting point, and again count their paces. Add the two pace counts

together, and divide that sum by 2 to obtain the average. Now the cadets know how many paces, on average, it takes them to walk a certain distance. Finally, briefly explain how ratios work. For example, if a cadet can walk 100 feet using 40 paces, he or she can walk 50 feet using 20 paces, 200 feet using 80 paces, etc.

3. Compass Course *50 min*

Now that the cadets know how to take bearings using a magnetic compass and have figured their pace count, they are ready to begin the compass course. Save a few minutes to allow for debriefing.