



TRAINING LEADERS of CADETS
INTERMEDIATE COURSE
LESSON PLAN

3.1 Tour of the Cadet Curriculum

- VERSION:** December 2016 *please verify this is the latest version by visiting capmembers.com/TLC*
- DURATION:** 50 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; alternatively, two instructors could team teach, with each instructor having expertise in different program elements.
- This lesson plan does not provide a summary for each resource in the Cadet Program. It's assumed that between the instructor(s), students, and quick web searches that basic information for each resource can be obtained easily enough.
- KEY QUESTION:** What curricular resources are available in each of the program elements?
- OBJECTIVES:**
1. Describe how hands-on activities during squadron meetings contribute to cadet retention
 2. List at least 5 curricular resources for each program element - leadership, aerospace, fitness, and character - for a total of 20 resources
 3. Summarize key facts about several curricular resources including their basic learning goals, sample activities, duration, equipment, assessments, and awards
 4. Choose at least one new resource to implement in the next quarter
- SIMPLE OUTLINE:**
1. Starter: Boring Meetings
 2. "Walk & Write" activity
 3. Curriculum Map
 4. Discussion & Best Practices
 5. Take-Home Challenges
- CLASS ACTIVITIES:** Participants "walk and write," moving through a series of stations where they list curricular resources for each of the program elements. The class regroups, considers the collective inputs, and uses a NHQ-provided curriculum map as an answer key to see if there are even more resources that were not mentioned.
- EQUIPMENT:** Butcher paper taped to the wall and markers; alternatively, notebook paper positioned at 4 different stations; 1 copy of each curriculum map per student
- Hard copies of as many activity guides, textbooks, and curricular resources as you're able to gather; having some STEM kits on hand would also be useful



Welcome & Starter

3 min

Q1: What TV show do you have to miss on your meeting night?

Allow a handful of people to answer; if the conversation drifts toward chatter about those TV shows, allow it because that actually serves our purpose.



Squadron meetings have to be more fun, cool, or compelling than *Big Bang Theory*, *The Voice*, *Walking Dead*, *Andy Griffith*, or whatever is popular right now. Even more, CAP isn't just competing against TV but the Internet, video games, team sports, other clubs, and more.

Still, a good rule of thumb is to always remember that our squadron meetings need to be exciting enough that a fourteen year old cadet won't mind missing the latest episode of a popular show.



Assumptions

1 min

As we look at squadron meetings, we can make two assumptions. First, squadron meetings have to be fun. If you're not doing hands-on activities that engage the cadets, your squadron will eventually fail.

Our second assumption is that thankfully, CAP provides an abundance of resources to keep your meetings lively. Over the next 45 minutes, we'll be comparing notes on those resources as we conduct this "tour" of the cadet curriculum.

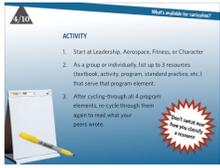


Key Questions & Overview

2 min

Two key questions will guide us as we tour the cadet curriculum. First, what resources are available? We'll make a list, and it'll be longer than you imagined. Second, what's entailed in each of those resources, what guidelines or tips and tricks should you know about before using them?

Here's how we'll proceed. Basically we'll collectively identify resources in all four program elements - leadership, aerospace, fitness, and character - then review a NHQ-provided curriculum map, and allow people to do a brief "commercial" for their favorite resource. We'll end with a challenge for everyone to bring back to their squadron at least one idea for using a "new" resource.



Activity

Preparation / Have Ready in Advance

Have four large sheets of butcher paper taped to the wall(s). Label each with one program element: leadership, aerospace, fitness, or character. The activity works best if you're able to use only one program element per wall so there's ample space between stations to avoid people bunching-up; at a minimum, you'll want 5 feet between stations. If you don't have large sheets of butcher paper you can use regular notebook or copy paper, but the larger the paper the better so that multiple people can read their classmates' entries simultaneously. Divide the class into four groups, with each group starting at a different station and proceeding through the stations in a clockwise manner.

Execution

8-12 min

While at each station, list up to 3 curricular resources for the respective program element. This work can be done individually or as a group.

Participants should not fret over how a particular resource is categorized. Someone could list an honor guard resource under "leadership," and another could list that same resource under "character," and that's okay. Precise classification is not the objective; the main goal is to amass a big list of resources.

Allow groups to spend a maximum of 3 minutes at each station and then ask them to move along.

Follow-Through

4 min

After the class completes all four stations, have them cycle through each a second and final time, taking a few moments to read the entries that their classmates added after them.

As the instructor, you'll want to peruse the students' lists and compare them against the NHQ-provided curriculum maps (attached). Make note of a couple resources in each program element that the students did not mention.



Discussion

10-15 min

Q1: Who wants to do a 1-minute commercial for their favorite resource? Tell us the resource or project name, the learning goals, duration, tips and tricks, assessments, awards, etc. Give us a little synopsis of that resource as if you were doing a TV commercial for it. *Allow for a few commercials and if you have the respective resource physically on-hand, show and tell with it.*

Q2: Who wants to know more about one of the resources listed on our butcher sheets? As students ask for more information about various resources, turn the question back to the class and allow a another student to provide a brief commercial for that item, or be prepared to do so yourself as the instructor. *Allow for a few requests for more information and if you have the respective resource physically on-hand, show and tell with it.*

CONTENT AREA	LEARNING OBJECTIVES	RESOURCES	ASSESSMENTS
Leadership	Identify leadership roles and responsibilities.	Leadership Handbook, Leadership Training Manual	Leadership Assessment, Peer Review
Teamwork	Understand the importance of teamwork and collaboration.	Teamwork Training Manual, Team Building Exercises	Teamwork Assessment, Team Project
Communication	Develop effective communication skills.	Communication Training Manual, Public Speaking Workshops	Communication Assessment, Public Speaking Competition
Problem Solving	Apply critical thinking and problem-solving skills.	Problem Solving Training Manual, Case Studies	Problem Solving Assessment, Case Study Competition

Curriculum Map

5-8 min

National Headquarters has created curriculum maps for each of the four program elements. Each map is divided into a few subsections called “content areas.” These maps are your take-home resource. They list all the major resources available in each element. We encourage you to share these maps with your colleagues back at the squadron. Every squadron-level cadet programs officer should be familiar with the map for their area of specialization.

Show and tell with the maps. Point out a couple resources listed on the maps that were not on the class’s collective lists.

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Conclusion / Challenge

1 min

We’ve shared “commercials” and tips and tricks for a number of resources. Now, the challenge is for you to take this information back to your squadron and share it. Even more importantly, go back to your squadron with one new-to-you resource in mind and integrate it into your weekly meeting schedule next quarter. Why? Well-planned, fun, hands-on activities are the key to great squadron meetings. *Time permitting, allow the class to browse the various resources you have on hand.*