

CIVIL AIR PATROL

ENCAMPMENT GUIDE



CAPP 60-70
February 2026

Leadership
Aerospace
Fitness
Character



**NATIONAL HEADQUARTERS
CIVIL AIR PATROL**

Table of Contents

Chapter One: Encampment Program Overview	4
1.1: Introduction	4
1.2: Key Program Guidance.....	5
Chapter Two: Curriculum, Resources, and Program Assessment	7
2.1: Overview.....	7
2.2 Leadership Block.....	7
2.2f Inspections	10
2.3 Aerospace/STEM Block	13
2.4 Fitness Block	15
2.5 Character Block.....	17
2.6 Administrative Block	19
2.7 Resources	20
2.8 Program Assessment	21
Chapter Three: Encampment Planning	23
3.1: Encampment Commander.....	23
3.2 Organizational Structure.....	24
3.3 Staff Selection	25
3.4 Position Descriptions	26
3.5 Staff Training.....	29
3.6 Finance	29
3.7 Administration	30
3.8 Communication.....	31
Chapter Four: Encampment Operations	32
4.1: Lodging	32
4.2: In-Processing at Encampment.....	33
4.3: Luggage and Contraband Check.....	34
4.4: Cadet Care.....	35
4.5: Awards	36
4.6: Early Dismissal.....	38
4.7: Dismissal Upon Graduation.....	39
Chapter Five: Safety/Health/Wellness	40
5.1: Introduction.....	40
5.2: The Encampment Safety Officer	40
5.3: General Safety Practices	42

5.4: Medical Care at Encampment.....	43
5.5: Common Safety Concerns.....	44
Safety Checklist.....	44
Chapter Six: Training Environment	45
6.1: Introduction.....	45
6.2: Phase I “Introduction” Phase	45
6.3: Phase II “Team Formation” Phase.....	46
6.4: Phase III “Exploration” Phase.....	47
6.5: Phase IV “Empowering” Phase.....	48

Summary of Changes

This replaces CAPP 60-70, March 2023 and October 2025 (administrative update) editions. **This document has been extensively revised and needs to be reviewed in its entirety.**

Special Thanks

Feedback was gathered from the 2024-2025 NCAC, Aerospace Education, Chaplain Corps, Safety, Encampment Commander’s Community, encampment visits, and through the post encampment surveys. The Encampment Best Practices team spent a significant amount of time contributing to the updates to the guide including Col Christine Lee, Lt Col Thomas Williams, and Capt Thomas Weir.

Chapter One: Encampment Program Overview

1.1 Introduction

a. Mission

The purpose of the cadet encampment is for cadets to develop leadership skills, investigate the aerospace sciences and related careers, experience the value of regular exercise, and reinforce their moral character. (CAPR 60-1, 9.1.1)

b. Vision

The vision for the cadet encampment is “an immersion into the full challenges and opportunities of cadet life.” (CAPR 60-1, 9.1.2)

c. Philosophy

Encampment presents the five key traits of cadet life: the uniform, aerospace themes, opportunities to lead, challenge, and fun (CAPR 60-1, 1.6) in an intensive environment that moves cadets beyond their normal comfort zones for personal growth.

Overall, encampments should be fun and a key highlight of a cadet’s time in CAP. Encampment challenges cadets and enables them to earn a sense of accomplishment. Through activities and team challenges, encampments encourage safe, calculated risk-taking in a safe environment. Adult guidance, cadre mentorship, and encouragement from fellow cadets ensure a supportive environment.

Encampment IS NOT “basic training”. Cadets may find the training environment—including the military-like aspects of cadet life—more demanding at times because we need to maintain accountability, health and safety, and meet the training objectives all within a limited timeline. Encampment operates with a military-like training model but always in a positive, age-appropriate manner consistent with CAP and Air Force traditions.

Encampment is a program that immerses students and cadre into a leadership laboratory of decision-making and problem solving. Cadets learn by doing. They plan, prepare, execute, and assess a weeklong training event designed to create teams built on trust and capable of disciplined initiative. Encampment should develop each cadet’s understanding of leadership and character, the future of aviation and space, and a commitment to lifelong fitness.

d. Goal Areas

- 1) **Individual Student:** The overall encampment program sets individual goals for each cadet student.
- 2) **Flights as Teams:** Encampments aim to foster teamwork, with collective goals for the flights as teams.
- 3) **Cadre:** Encampment is a learning experience for each member of the cadet cadre.
- 4) **Adult Leaders:** Encampment is a venue for adult CAP members to grow as leaders of cadets.
- 5) **Wing Cadet Programs:** Encampment is the centerpiece of the wing level Cadet Program, providing the wing with an opportunity to boost the capabilities of its units and to standardize cadet training within the wing.

1.2 Key Program Guidance

a. Authorization

Only National Headquarters, regions, wings, and overseas squadrons may authorize an encampment. The Director of Cadet Programs (or equivalent) is the functional supervisor of the encampment program. Once the sponsoring unit announces an encampment, it will not be cancelled without first coordinating with CAP/CP. (CAPR 60-1, 9.2.1)

b. Supplements

Encampments may issue operating instructions, handbooks, and training materials that amplify this document's guidance but will not issue supplements that contradict or lessen any standards set by this publication.

c. Military & Federal Agency Support

AFI 10-2701 (3.9.2), *Organization and Function of the Civil Air Patrol*, authorizes Air Force installations to support encampments. Title 10, USC §9443, allows federal agencies to support CAP activities with equipment, supplies, and other resources.

d. Venue

The ideal environment for encampment is an active-duty Air Force installation, followed by an Air Guard or Reserve installation, other military installation, college campus, or other suitable facility.

e. Duration

Encampments must offer at least 42 contact hours and should be conducted over six or seven days (CAPR 60-1, 9.2.3.). These weeklong programs are called Type A encampments. Type B encampments may be conducted over multiple weekends within a 60-day period. Contact hours exclude sleep, meals, personal, and non-instructional time. See Chapter 2 for curriculum details.

f. Eligibility

To participate, cadets must have completed Achievement 1 and receive permission from their parent or guardian and unit commander via a CAPF 60-81 or permission approval through the parent/guardian portal in eServices (CAPR 60-1, 9.2.4). Some host facilities will require parents to sign additional releases. If space is available, encampments should allow cadets from other wings to participate.

g. Participants.

- 1) **Students:** Because their primary responsibility is to learn, cadets attending encampment are referred to as students. Students are still addressed by CAP titles such as "Cadet Curry" or "Airman Arnold".
- 2) **Cadre:** Cadets serving on staff are referred to as cadre. Collectively, the students and cadet cadre constitute the cadet corps.
- 3) **Advanced Students:** Returning cadets who participate in advanced training separate from the regular students, but not serving as cadet cadre, are called advanced students. Encampments are encouraged (but not required) to offer special programs for advanced students.
- 4) **Senior Staff:** Adult CAP members who supervise and mentor the cadet corps are referred to as senior staff, however they should be individually addressed by their rank and last name. Senior staff may also be referred to collectively as adult leaders.

h. Equal Access

CAP maintains a nondiscrimination program (CAPR 36-1, CAP Nondiscrimination Program) which promotes equal access to cadet activities. Encampment commanders will make reasonable accommodations to cadets who possess physical, mental, or learning disabilities so that those cadets may participate in encampment to the greatest extent possible. Encampment commanders will also make reasonable accommodations for cadets to attend religious services, including permitting cadets to arrive late to and depart early from the encampment, due to their religious obligations. Cadets and their parents must coordinate any special needs with the activity staff as early as practicable, and if possible, no later than 60 days before the activity. Before denying an accommodation request, local leaders must consult with a Wing legal officer and CAP/CP. (CAPR 60-1, 9.2.5)

i. Guidance for 12-Year-Olds

From experience, cadets who struggle with homesickness or anxiety during encampment are typically the youngest in age. A suggested best practice is to identify the 12-year-olds who have applied for encampment and have a staff member telephone the parents a few weeks prior to encampment to ensure the family knows what daily life will be like and what challenges the cadet will encounter at encampment. An additional best practice is to hold an online seminar for all first-time cadets and their parent/guardian several weeks before encampment to answer questions and address concerns.

Unit commanders shall discuss the encampment environment with parents/guardians of their cadets, especially cadets under age 14. It is conceivable that some of the youngest cadets will be best served if they attend encampment during their second cycle of eligibility. Younger cadets may benefit from attending overnight activities prior to encampment. (CAPR 60-1, 9.2.4)

j. Graduation Credit

Students become eligible for graduation credit by fulfilling the encampment curriculum requirements:

- Active participation in 34 contact hours (80% of the minimum 42 contact hours)
- Satisfactory adherence to the CAP core values, in the judgment of the encampment commander

Encampment commanders may grant credit to cadets who leave early due to serious hardship or injury. Cadets who leave early due to personal choice or misconduct do not receive graduation credit. The encampment commander is the final authority on matters of graduation credit.

Encampment equivalency credit is addressed in CAPR 60-1, 9.6.

k. Participation Credit

Advanced students and cadet cadre earn encampment participation credit through their active participation in 34 contact hours (80% of the minimum 42 contact hours), adhering to the core values, and successfully fulfilling their duty assignment, in the judgment of the encampment commander. Senior staff earn participation credit upon completing 20 contact hours of service, in the judgment of the encampment commander.

Chapter Two: Curriculum, Resources, and Program Assessment

2.1 Overview

To fulfill the encampment’s mission statement (1.1 a), CAP expects each encampment to focus on the core program areas: leadership, aerospace, fitness, and character. CAP/CP offers this common curriculum and required contact hours so all encampment graduates obtain the same knowledge, skills, and attributes upon graduation.

a. Contact Hour Requirements

A “contact hour” is time spent in a required lesson or activity. Contact hours do not include sleep, meals, travel, personal time, etc. This summary identifies the minimum contact hours that all encampments need to provide.

Core Block	Contact Hours
Leadership	20
Aerospace	10
Fitness	8
Character	4
TOTAL	42

The typical encampment that runs for seven days (including travel days) will yield around 60 to 65 contact hours, excluding meals, sleep, and personal time. This allows a typical encampment plenty of time for electives, extra tours, hands-on activities, etc. Note that only 42 contact hours are mandatory, so a “short” encampment of five or six days is feasible.

b. Lesson Plans

Suggested lesson plans are available at GoCivilAirPatrol.com/encampment. Instructors may tailor the lesson plans at their discretion, provided that the lesson content leads students toward fulfillment of the standardized objectives. The duration listed for each lesson is an estimate.

2.2 Leadership Block

a. Learning Outcomes

The leadership block is designed to fulfill the following goals:

- To infuse the cadets with the “warrior spirit”, an attitude of self-determination backed up by the discipline needed to achieve one’s goals.
- To consistently demonstrate proper wear of the uniform, drill and ceremonies, and military customs and courtesies.
- To instill in cadets an appreciation for the team’s ability to achieve more than the individual.
- To educate cadets on the academic foundations of leadership so that they begin to view leadership as an activity that requires thoughtful reflection.

b. Required Lessons & Activities

A minimum of 20 contact hours in leadership activities is required, including the mandatory lessons and activities shown below. The time in hours is estimated per event and may vary.

Code	Category	Title	Hrs (Est.)	Hrs (7 days)
L1A	Day One	Report to Flights	0.5	0.5
L1B	Day One	Initial Skills Assessment	0.5	0.5
L1C	Day One	Dormitory Orientation & Preparation	1.5	1.5
L2A	Drill & Ceremonies	Group Reveille Formation (Daily)	0.25	1.75
L2B	Drill & Ceremonies	Group Retreat Formation (Daily)	0.25	1.75
L2C	Drill & Ceremonies	Drill & Ceremonies (Daily)	0.75	5.25
L2D	Drill & Ceremonies	Drill & Ceremonies Final Evaluation	0.5	0.5
L2E	Drill & Ceremonies	Graduation Parade	0.5	0.5
L3	Leadership Class	Wingmen & The Warrior Spirit (ENC focused)	0.5	0.5
L4	Leadership Class	Teamwork (ENC focus, taught by Cadet Commander)	0.5	0.5
L5	Leadership Class	Leadership Keynote Speaker	0.75	0.75
L6	Leadership Class	Military Leadership Speaker (Former cadet suggested)	0.75	0.75
L7	Leadership Class	What's Next After ENC? (Cadre panel)	0.75	0.75
L8A	Inspection	Dormitory Inspection #1 (Teach, inspect, correct, inspect)	1.0	0.5
L8B	Inspection	Dormitory Inspection #2	0.5	0.5
L8C	Inspection	Dormitory Inspection #3	0.5	0.5
L8D	Inspection	Uniform Inspection #1 (Teach, inspect, correct, inspect)	1.0	0.5
L8E	Inspection	Uniform Inspection #2	0.5	0.5
L8F	Inspection	Uniform Inspection #3	0.5	0.5
L9A	Team Leadership	Team Leadership Problem #1	0.5	0.5
L9B	Team Leadership	Team Leadership Problem #2	0.5	0.5
L9C	Team Leadership	Team Leadership Problem #3	0.5	0.5
L9D	Team Leadership	Flight Commander Time (Daily)	0.75	5.25
L9E	Team Leadership	Flight/Squadron After Action Discussion (end of week)	0.75	0.75
L10	Leadership Electives	Other leadership classes, activities, speakers, tours, etc.	3.0	3.0
			Weekly Total	29.0

c. Day One L1 A-C

The “Day One” activities are to help cadets get situated at the encampment and should occur on the in-processing day.

- **L1A Report to Flights**
 - Cadets should have the opportunity to meet their flight staff and the other members of their flight.
- **L1B Initial Skills Assessment**
 - This involves the flight staff evaluating the students on the following areas:
 - Customs and Courtesies (via Reporting In)
 - Uniform Wear
 - General Knowledge (Cadet Oath, Core Values, CAP Missions)
 - Basic Drill
 - Fitness Level (Self-reported scores of most recent CPFT)
- **L1C Dormitory Orientation & Preparation**
 - This training session needs to include at minimum:
 - Tour of the dormitory/barracks building/area

- Safety briefing including fire/evacuation procedures
- Initial instruction on standards for beds and lockers
- Overview of bathroom usage and cleaning expectations
- Time for students to unpack and set up their bunk/room

d. Drill and Ceremonies L2 A-E

All drill and ceremonies should be conducted in accordance with CAPP 60-33, Drill and Ceremonies. It is imperative that cadre can perform all required drill maneuvers themselves and teach them in accordance with the regulation. A refamiliarization with the manual and proper procedures should be part of cadre staff training.

- **L2A & L2B Reveille and Retreat Formations**
 - Formations provide drill and ceremonies training for students and cadre.
 - Potential formation options:
 - Provide an overview of the day's schedule
 - Announce honor flight/squadron or other encampment awards
 - Provide a safety briefing for that day's activities
 - Brief the entire cadet corps on an important topic
 - Flights/squadrons share their motivational chants
- **L2C Drill and Ceremonies**
 - It is important for cadets to have scheduled time for drill and ceremonies training in addition to the time spent marching to/from activities.
 - Cadre leadership and training staff should plan out what should be accomplished in each session by flights/squadrons.
 - Focus should be on attaining proficiency of basic maneuvers before graduating to more advanced ones.
 - Several graduation parade practices should also be scheduled throughout the week. It is often useful to schedule them directly before or after a retreat formation. Graduation practice counts for daily drill and ceremonies time.
- **L2D Drill and Ceremonies Final Evaluation**
 - Flights should do a final drill evaluation to determine if the flight is proficient in all drill maneuvers taught during the week.
 - If time permits, this can be run as a fun "drill off" between flights.
- **L2E Graduation Parade**
 - All encampments should strive to do an outdoor graduation parade if location and weather permits.
 - If graduation is indoors, the encampment should run a version of the parade that can best fit the location.

e. Leadership Classes L3-L7

The leadership class block includes five activities. Lesson plans are available in the Lesson Plan Library (see Section 2.6b). A best practice would be to schedule the classes with additional time (5-10 minutes) for cadets to reflect on lessons learned and connect them to their lives. This can be done through small group discussion or allowing students to journal in their notebook or encampment handbook. See the Lesson Plan Library for sample reflection questions.

- **L3 Wingman and the Warrior Spirit (Encampment Focus)**
 - Reviews the Wingman concept specific to the encampment environment
 - Ideally taught early on day two
 - 30-45 minutes, taught in small groups either by flight or squadron
 - Taught by the Squadron Staff with support from the Training Officers
- **L4 Teamwork**
 - Emphasizes the importance of teamwork for a successful encampment
 - Ideally taught early on Day Two
 - 30-45 minutes, taught at once to the whole encampment or rotate sessions
 - Taught by the Cadet Commander
- **L5 Leadership Keynote Speaker**
 - Ideally taught mid-week
 - 45-60 minutes, make sure there is enough time for Q&A at the end
 - Suggested speakers include Wing or Region Commander, a CAP person with extensive leadership experience in their career, or a civilian speaker with outstanding leadership experience
- **L6 Military Leadership Keynote Speaker**
 - Ideally taught mid-week
 - 45-60 minutes, make sure there is enough time for Q&A at the end
 - Suggested speakers include the Base or Unit Commander at the encampment facility, CAP-USAF staff, or a former cadet from the Wing serving in the military
- **L7 What's Next After Encampment?**
 - Exposes the students to all the great leadership opportunities they have in CAP beyond encampment such as squadron leadership positions, NCOA, CAC, RCLS, COS, Wing specific programs, etc.
 - Ideally taught on the day before graduation
 - 45-60 minutes
 - Taught by a panel of cadre that have experience with the various elements

f. Inspections L8A-F

The primary goal of inspections is for students to learn and develop teamwork skills. Secondly, inspections teach cadets how to take constructive feedback and use it to improve. The inspection findings are a useful metric for cadre and senior leaders to assess the team's overall esprit de corps as well as identifying potential safety or health hazards in the dorm environment.

Inspection is an inherent function of command. Encampments should not create a permanent inspection party or a standardization and evaluation team. In a cadet environment, the cadets' youth and the short duration of the encampment necessitates their receiving as much individualized attention and instruction as possible. Flight and squadron commanders are best positioned to provide that personalized mentoring and therefore they lead the inspection party for uniform and dorm inspections. The flight/squadron inspection party should be limited to two to three cadre and a training officer or other senior staff member.

Dormitory inspections are always to be "stand-by" inspections, with the students physically present and "standing-by" their bunks (or whatever placement is deemed best). Inspectors are viewing cadets' personal property, so the work of the inspecting party requires that they show respect to the students and their belongings. See Section 4.1c guidance on co-ed inspections of dormitories. As mentioned earlier, one training officer serves on the inspection party and accompanies the cadre at all times. A second training officer (perhaps the training officer for the "sister" flight awaiting its

turn) should monitor the cadets who are a few steps ahead of the inspecting party. Cadets typically experience stress as they await the inspecting party. An excessively stressed cadet who happens to be last in line for inspection could require an intervention well before the inspecting party arrives.

Encampments will adopt a single scorecard to be used during each inspection. This practice provides for a consistent measurement of cadet performance across the entire encampment. If the flight is developing into a team as expected, it will score progressively higher marks on the standardized scorecard. The cadet commander should expect the squadron or flight commander to have integrity in reporting the results of uniform or dormitory inspections as the scores will be utilized in selecting honor flight/squadron. However, the Training Officer could also review the scorecard as a witness to accurate reporting.

Senior and Cadre Command staff have a responsibility to survey all dormitories (including cadre spaces/rooms), common areas, bathrooms, and other encampment spaces daily to proactively identify and remedy any safety hazards, potential health issues, or maintenance needs. The Commandant or Chief TO (or Commander if available), Cadet Commander or designee, a member of the Safety team, and a member of the Logistics team should participate. These walk-throughs are typically completed when cadets are not in the area. The group should take great care not to disturb any cadet personal items unless an immediate safety hazard is identified (such as unplugging a cell phone charger for example).

- **L8A Dormitory Inspection #1 (Teach/Inspect/Correct/Inspect)**
 - Conducted on day two, 60-90 minutes needed
 - Should be taught in small groups that are manageable to teach/correct/inspect
 - For example, each Flight Sergeant manages 6-10 cadets with Flight Commander and TO support
 - Flight or squadron cadre should follow this method:
 - Teach the standard
 - Give cadets time to make their bunks/fix their lockers
 - Do a quick inspection with constructive feedback
 - Have the cadets fix the issues
 - Inspect again more thoroughly, making sure to praise improvement
- **L8B Dormitory Inspection #2**
 - Conducted mid-week
 - Flight Commanders should utilize a reflective debrief with the flight, asking the cadets to identify successes and areas for improvement. Ask open-ended questions so the team can develop ideas on how they can improve for the final inspection.
- **L8C Dormitory Inspection #3**
 - Conducted at the end of the week
 - Flight Commanders should utilize a reflective debrief with the flight, asking the cadets to identify overall improvement from inspection #1 to #3. Ask open-ended questions to give students the opportunity to reflect on the teamwork and strategies used to accomplish the goal.
- **L8D Uniform Inspection #1 (Teach/Inspect/Correct/Inspect)**
 - Inspect the ABU/OCP and blues uniforms, 60 minutes needed
 - Note: Inspecting the blues early allows cadre and TOs to note if cadets are missing uniform items for graduation and to work with the encampment staff to potentially provide missing items for the cadets to borrow or asking a parent/guardian to bring the missing items to graduation

- Should be taught in small groups that are manageable to teach/correct/inspect
- Flight or squadron cadre should follow the same method as in L8A
- **L8E Uniform Inspection #2**
 - Conducted mid-week
 - Flight Commanders should utilize a reflective debrief with the flight, asking the cadets to identify successes and areas for improvement. Ask open-ended questions so the team can develop ideas on how they can improve for the final inspection.
- **L3F Uniform Inspection #3**
 - Conducted at the end of the week
 - Flight Commanders should utilize a reflective debrief with the flight, asking the cadets to identify overall improvement from inspection #1 to #3. Ask open-ended questions to give students the opportunity to reflect on the teamwork and strategies used to accomplish the goal.

g. Team Leadership L9A-E

The Team Leadership block strives to help build the team within the flight.

- **L9A Team Leadership Problem (TLP) #1**
 - Ideally happens at some point on in-processing day within flights, possibly while cadets are waiting for dinner
 - The first TLP should include some simple ice breakers and name games for cadets to get to know each other
 - Be sure to include a reflective debrief to give students time to process what they just learned. Guidance on leading a reflective debrief can be found in the Lesson Plan Library
- **L9B Team Leadership Problem #2**
 - Ideally scheduled day two or three to continue to help build the flight team
 - Any hands-on game, puzzle, or simulation that tests a flight's ability to practice teamwork and leadership principles
 - Each TLP should include:
 - TLP overview briefing including goals and rules
 - Adequate time for the flight to execute the TLP
 - A reflective debrief for students to talk about what went well, what could be improved, lessons learned, etc.
- **L9C Team Leadership Problem #3**
 - Same parameters as L9B
 - Ideally scheduled day four or five
 - This TLP could be used to give the flight a fun break between extended class or activity time or to strengthen an area where students are struggling (such as communication)
- **L9D Flight Commander Time**
 - Flight Commanders should have 45 minutes daily for flight instruction (beyond drill), answering questions and addressing concerns, and close the day with a reflective debrief with the flight
- **L9E Flight/Squadron After Action Discussion**
 - Each flight or squadron should be afforded time at the end of encampment prior to graduation to conduct their own After Action Discussion
 - What went well?
 - What could be improved?

- What was their favorite class or activity?
- What were some of the lessons learned?
- Ideas for future encampments?
- Notes should be taken to provide feedback to Cadet and Senior Command
- The Flight Training Officer or Squadron Training Officer should be present

h. Leadership Electives

Encampments should strive to plan three plus hours of leadership electives including additional leadership classes, TLPs, activities such as the Leadership Reaction Course, keynote speakers, tours, etc.

2.3 Aerospace/STEM Block

a. Learning Outcomes

The aerospace/STEM block is designed to fulfill the following goals:

- To spark enthusiasm for aerospace topics among cadets, through hands-on activities and experiential learning.
- To introduce cadets to STEM and aerospace career opportunities, especially Air Force careers.
- To comprehend basic scientific principles in the aerospace field, and to enable cadets to visualize how professionals apply that knowledge in the real world.
- To begin to comprehend airpower’s unique capabilities and to develop a sense of what the Air Force calls “airmindedness.”
- To prepare cadets to be cyber citizens who are aware that cyber is a distinct domain important to economic growth, scientific advancement, and national security.

b. Required Lessons & Activities

A minimum of 10 contact hours in aerospace/STEM activities is required, including the mandatory lessons and activities shown below. The time in hours is estimated per event and may vary. A best practice would be to schedule the classes/activities with additional time (5-10 minutes) for cadets to reflect on lessons learned and connect it to their lives. This can be done through small group discussion or allowing students to journal in their notebook or encampment handbook. See the Lesson Plan Library for sample reflection questions.

Code	Theme	Title/Theme	Hrs (Est.)
A1	Career	Military Aviation Speaker	30-45 minutes
A2	Career	Civilian STEM Speaker/Forum/Career Fair	30-45 minutes
A3	Opportunities	AE/STEM NCSAs Overview	20-30 minutes
A4	Opportunities	AE/STEM Competitions Overview	20-30 minutes
A5	Opportunities	Cadet Flight Opportunities	30-45 minutes
A6	Hands On	AE/STEM Activity	1-3 hours
A7	Hands On	Electives (Tours, Flights, "Pet the Jet")	4-6 hours
A8	Explore	Cyber Domain	30-45 minutes
A9	Explore	Space Domain	30-45 minutes

c. A1 Military Aviation Speaker

This is a fantastic opportunity to include a CAP-USAF member, a former cadet who is currently serving in the military, or someone from the base/unit where the encampment is hosted.

d. A2 Civilian STEM Career Speaker/Forum/Career Fair

Encampments are encouraged to think beyond pilots and engineers and highlight other STEM careers such as science, technology, math, medicine, etc. This is a great opportunity to showcase a variety of careers with a panel of speakers. With extra time and adequate space, a career fair could be accomplished by inviting local STEM industry representatives and college/universities that specialize in STEM fields.

e. A3 AE/STEM NCSAs Overview

Cadre members who have attended AE/STEM NCSAs or senior staff well versed in Cadet Programs provide students with an overview of the opportunities available. The focus should be on career exploration opportunities. NFAs will be covered in the Cadet Flying Opportunities overview. This class can be combined with A4.

f. A4 AE/STEM Competitions and NASA Mission Opportunities Overview

Cadre members who have participated, senior staff with experience, or an Aerospace Education Officer provide students with an overview of AE/STEM Competitions and NASA Missions that cadets can participate in. More information is included in the lesson plan located in the Lesson Plan Library. This class can be combined with A3.

g. A5 Cadet Flight Opportunities

A panel of Cadet Wings graduates, a CAP pilot, or an Aerospace Education Officer provides the students information on all cadet flight opportunities including orientation flights, Cadet Wings, NFAs, scholarships, etc.

h. A6 Hands On AE/STEM Activity

Encampments are encouraged to coordinate with the Wing or Region Aerospace Education Officer to provide a hands on activity that all students can participate in such as working on a STEM kit style item, creating an AE/STEM themed TLP, working on an AEX project, doing an activity related to the STEM badge, building a model rocket, etc. Depending on the size of the encampment, rotation by squadron or flight could be needed, during one or multiple days.

i. A7 Hands-On Electives (Tours, Flights, "Pet the Jet")

- Military Aerospace/STEM Facility Tours
 - Military aviation, space, technology, engineering units
 - Visits to the control tower, maintenance hangar, life support shop, weather station, etc.
- Military Non-STEM Facility Tours
 - Should connect back to aerospace/STEM
 - Example Army Tank Unit tour emphasizing the engineering and computer technology utilized
 - Example Naval Facility tour emphasizing GPS navigation, computer technology, fluid dynamics, propulsion systems, etc.

- Civilian Aerospace/STEM Industry Tours
 - Visits to civilian aerospace industry, government aerospace agencies, science museums, computer technology companies, local airports, etc.
- Flying
 - CAP or military orientation flights
 - Adhering to CAP policies regarding safety and flight operations
- “Pet the Jet”
 - Time for cadets to see inside and outside of military or civilian aircraft on static display or in a hangar
 - Should include a safety briefing prior to the start of the tour by the aircraft staff
 - Looking at aircraft on permanent display at a base does not count for this activity

j. A8 Cyber Domain

Exploration of the cyber domain through a speaker, class, hands-on activity, career exploration, or tour. This is a great segment to engage CAP-USAF or units or departments at your facility. If someone is not available to brief in person, a virtual presentation is possible for this session.

k. A9 Space Domain

Exploration of the space domain through a speaker, class, hands-on activity, career exploration, or tour. In addition to space domain resources/lessons through CAP’s Aerospace Education, resources from the Air Force and Space Force can be found at <https://dafstem.us/stemtospace/>. This is a great segment to reach out to a local Space Force representative. If someone is not available to brief in person, a virtual presentation is possible for this session.

2.4 Fitness Block

a. Learning Outcomes

The fitness block is designed to fulfill the following goals:

- To motivate cadets to regard regular exercise as a duty of the cadet lifestyle.
- To train cadets in safe ways to exercise properly.
- To comprehend how basic nutrition, proper hydration, and regular exercise affect a cadet’s personal energy levels and the ability to achieve their goals.
- To use fitness activities as vehicles for teamwork and camaraderie.

b. Required Lessons & Activities

A minimum of 8 contact hours in fitness activities is required, including the mandatory lessons and activities shown below. The time in hours is estimated per event and may vary. If inclement weather is a problem, encampment commanders may waive a portion of the fitness activities; cadets should not be denied graduation credit due to the weather cancelling their fitness programs.

Lessons F5-F7 should include 5–10 minutes for cadets to reflect on the lesson and connect it to their own physical activity, effort and performance. Refer to the Lesson Plan Library for additional guidance on facilitating reflective debriefs that help cadets translate fitness activities into healthy habits.

Code	Theme	Title	Hrs (Est.)
F1	Safety	Day Two Physical Training Safety Briefing	0.25
F2	Safety	Day Two Daily Sports Safety Briefing	0.25
F3	Exercise	Daily Physical Training/Stretching	0.50
F4	Exercise	Daily Sports	1.00
F5	Education	Healthy Lifestyle (Nutrition/Hydration)	0.50
F6	Education	Fitness for Life	0.50
F7	Team	Team Fitness Challenge	1.50

c. F1 Day Two Physical Training Safety Briefing

A member of the safety team in conjunction with the cadet command staff should brief the cadet corps on safe ways to exercise and stretch properly and potential safety issues during daily physical training/stretching.

d. F2 Day Two Daily Sports Safety Briefing

A member of the safety team in conjunction with the cadet command staff should brief the cadet corps on potential safety issues during daily sports with particular emphasis on injury prevention.

e. F3 Daily Physical Training/Stretching

This is a cadet-lead program, actively supervised by senior staff, which emphasizes personal effort and instilling in cadets the idea that exercise is a part of cadet life. This does not have to be done first thing in the morning prior to breakfast. It can be accomplished as a break between classes/activities or incorporated in the evening with daily sports. Encampments are encouraged to think beyond the usual and expose cadets to various forms of exercise beyond pushups and running. If the facility has a fitness center, the fitness center staff may be a great resource for ideas or even contribute as guest instructors.

f. F4 Daily Sports

Daily sports are an important part of the day for the students as not only is it a form of exercise, but it helps cadets manage their stress and relax or decompress (ideally in the evening). It also provides a venue for teamwork and leadership development. Cadre should take turns being engaged in the sport with their flight/squadron and providing supervision. There needs to be adequate adult supervision.

g. F5 Healthy Lifestyle

This class emphasizes key concepts related to nutrition and hydration and overall wellness. The ideal instructor is a member of the Health Services team or adult leader on staff that has career knowledge of the topic, staff from the facility fitness center, or a civilian guest speaker that is an expert on the topic. A lesson plan is available in the Lesson Plan Library.

h. F6 Fitness for Life

This class emphasizes fitness for life, not just while part of the cadet program. It can be a motivational speaker such as a military or civilian current/former athlete or coach or fitness professional. A lesson plan is available in the Lesson Plan Library.

i. F7 Team Fitness Challenge

Encampments should provide cadets with a unique experience that pushes them a bit beyond their normal comfort zone to aid in personal growth. Obstacle courses, leadership reaction courses (if not counted for the leadership elective), rappelling, geocaching, hiking, water survival, a group run, and similar endeavors are suggested activities for the team fitness challenge. This is not intended as a competitive activity but one that emphasizes teamwork and mutual support. Team members should help each other over obstacles and encourage one another to put forth their best effort.

2.5 Character Block

a. Learning Outcomes

The character block is designed to fulfill the following goals:

- To solidify cadets' knowledge of the Core Values--the vocabulary, their need as guideposts, and examples of how the Core Values apply to real life scenarios.
- To equip cadets with practical skills for becoming a Core Values leader in their daily lives.
- To demonstrate to cadets that heroes they respect live according to a personal code of honor, and to inspire cadets to commit to the Core Values as a way of life.
- To promote the habit of self-reflection as a tool for character development and maintenance.

b. Required Lessons & Activities

A minimum of 4 contact hours of character development activities is required, including the mandatory lessons and activities shown below. The time in hours is estimated per event and may vary. Lessons C2-C4 should include 5–10 minutes for cadets to reflect on the lesson and connect it to their own lives. Refer to the Lesson Plan Library for additional guidance on facilitating reflective debriefs.

Code	Title	Hrs (Est.)
C1	Honor Agreement	0.25
C2	Core Values (Encampment Focus)	0.50
C3	Core Values In Practice (Keynote Speaker)	0.75
C4	Drug-Free Lifestyle	0.75
C5	Graduation Ceremony and C/CC Charge	1.00
C6A	Individual Advisories (Student)	0.25
C6B	Individual Advisories (Cadre)	0.50
C6C	Flight Advisory	0.25

c. C1 Honor Agreement

An Honor Agreement presents students with the encampment's challenge and asks them to commit to the encampment program. A paper copy is required for each student to sign. The printable PDF is available on the encampment website at the curriculum link. Students also have a copy of the honor agreement in the Cadet Encampment Handbook (CAPP 60-71).

This honor agreement class needs to be briefed to all students and completed after in-processing and before students are released to their flights. It may not be completed prior to the first day of encampment. The cadet signs the honor agreement at the end of the class and then the flight commander and Training Officer also sign it. The Flight Training Officer keeps the honor

agreements for their flight until the end of encampment. The heightened training intensity that is characteristic of encampment does not begin until the students sign the honor agreement.

d. C2 Core Values (Encampment Focus)

This class is best conducted in small groups such as flights or squadrons so that students can discuss the CAP Core Values as they relate to the encampment environment. Ideally the class will be co-taught by a cadre member and a Training Officer.

e. C3 Core Values in Practice (Keynote Speaker)

The encampment should invite a keynote speaker that can showcase the CAP Core Values in practice as a leader in their field. This is a great opportunity to invite a former cadet who has an amazing story to share how the CAP Core Values impacted their life and how they continue to live those values. Alternatively, a member of the senior staff who is a role model in living the values, could also be invited to speak to the students.

f. C4 Drug-Free Lifestyle

The goal of this activity is for cadets to recommit themselves to a drug-free lifestyle. This can be accomplished by a class or activity. The ideal instructor has expertise in this area such as a medical professional, law enforcement officer, fire/EMS personnel, alcohol/drug abuse counselor, prevention educator, etc. Abuse prevention strategies for alcohol, illicit/prescription drugs, tobacco/nicotine products, and caffeine should be addressed as well as where cadets can find help for themselves, their Wingman, or a family member. Make sure to leave plenty of time for Q&A.

g. C5 Graduation Ceremony and Cadet Commander's Charge

Graduation ceremonies are occasions for celebration, but also for reflection. Through prepared remarks, the cadet commander reflects on the week and what should cadets do next armed with their encampment experiences and newfound knowledge. If the structure of graduation does not lend itself to prepared remarks, the Cadet Commander could accomplish the charge instead during the Graduation Picnic/Social.

h. C6 A-C Advisories

The advisory program motivates cadets to value personal reflection as an important component in their development in the areas of leadership and character. Advisories are structured mentoring sessions or feedback meetings where the flight staff, supported by the training officer, helps the students take stock in their overall encampment experience just prior to their graduation by comparing their initial skills assessment against their final skills assessment.

➤ **C6A Individual Advisories (Student)**

- Student's CAPF 60-95 is prepared by the Flight Commander and Training Officer with input from other flight/squadron staff
- The advisory should take 10-15 minutes per student
- The individual advisories should take place on the day before graduation if possible, so they are not rushed

➤ **C6B Individual Advisories (Cadre)**

- Cadet cadre's CAPF 60-96 is prepared by the cadet's superior and training officer or commandant, then reviewed in a mentoring setting
- The advisory should take 15-20 minutes per cadre

- The individual advisories should take place on the day before graduation if possible, so they are not rushed
- **C6C Flight Advisory**
 - The goal of the flight advisory is to connect the students' positive feelings of camaraderie and self-esteem to the accomplishments they achieved and the lessons they learned together as a flight
 - The students, flight/squadron cadre, and TOs each take a moment to provide brief remarks bringing the encampment experience to a conclusion
 - Ideally completed just prior to the final graduation ceremony/parade

2.6 Administrative Block

This final block is a summary of required administrative and miscellaneous activities. Most times are estimated. The activities coded yellow have required daily time per cadet as per CAPR 60-1.

Code	Category	Title	Hrs Per Cadet	Hrs Per Event
X1	Day One	Student Reception	Varies	2.00
X2	Day One	Welcome, Overview & Safety Briefing	0.75	0.75
X3	Day One	Parents' Orientation (for those interested)	Varies	Varies
X4	Day One	Contraband Check	Varies	2.00
Code	Category	Title	Hrs Per Cadet	Hrs Per Day
X5	Daily Personal Care	First Call (wake, dress, bathroom, personal needs)	0.25	0.25 for everyone
X6	Daily Personal Care	Shower/Dress/Prepare Dormitory (AM)	0.50	1.00 per flight
X7	Daily Personal Care	Personal Time (training prohibited)	0.50	0.50 per flight
X8	Daily Personal Care	Showers and Blister Check (PM)	0.50	1.00 per flight
X9	Meals	Breakfast (undisturbed time to sit and eat)	0.25	1.50 per full ENC
X10	Meals	Lunch (undisturbed time to sit and eat)	0.25	1.50 per per full ENC
X11	Meals	Dinner (undisturbed time to sit and eat)	0.25	1.50 per full ENC
X12	Sleep	Students Lights Out/Sleep	8.50	8.50 per student
X13	Sleep	Cadre Lights Out/Sleep	8.00	8.00 per cadre
Code	Category	Title	Hrs Per Day	Attendees
X14	Staff Meeting	Squadron Staff Meeting/Debrief	0.50	Cadre and Tos
X15	Staff Meeting	Encampment Staff Daily Meeting/Debrief	0.50	Dept Heads/Command
X16	Staff Meeting	Chief TO Check In with TOs	0.50	Chief TO/TOs
Code	Category	Title	Hrs Per Event	Notes
X17	End of Week	Graduation Picnic or Social	Varies	
X18	End of Week	Pack, Clean Up, Check-Out	Varies	
X19	End of Week	Dismissal & Departure	Varies	
X20	End of Week	Debrief/Lessons Learned/AAR	Varies	May occur post ENC

2.7 Resources

a. Cadet Encampment Handbook (CAPP 60-71)

CAP/CP provides one handbook per first-time student. The handbook is intended to be a resource for “hip pocket training” to transform downtime into productive time. The handbook provides an explanation and copy of the Student Honor Agreement along with basic cadet knowledge and health/safety rules. There are customizable pages to include the encampment chain of command and encampment specific knowledge.

However, cadets should not be asked to read the booklet in a punitive manner such as having to hold it in front of their face at a 90-degree angle. They should be able to quietly read it “at ease” so they can take in the information. Think of the handbook and the need to read, absorb, and act upon information in much the same way a flight crew relies upon procedural checklists during emergencies.

Handbooks need to be ordered by March 1st for spring/summer encampments or by October 1st for winter encampments by filling out the [online order form](#).

Each student should also receive a paper copy of the Student Honor Agreement to sign and turn in. A PDF version of the Student Honor Agreement is available for printing on the encampment website at the [curriculum link](#). Refer to Section 2.5c for Honor Agreement class and requirements.

An optional new resource to complement the handbook is printable workbook pages for goal setting, reflection, lessons learned and note taking. Encampments can print them individually as stand-alone worksheets or add them to their Local Guide. The workbook pages are available on the encampment website at the [curriculum link](#).

b. Lesson Plan Library

Lesson plans are available on the encampment website at the [curriculum link](#). The plans identify specific and measurable learning objectives for each class or activity. They also offer guidance on the suggested instructor(s), handouts/supplies needed, class resources, and provide a general class outline. To encourage more hands-on/experiential learning and flexible instruction methods, slide decks are not included.

c. Encampment Best Practices

Encampments are encouraged to submit best practices to be shared on the new Encampment Best Practices site linked to the main encampment webpage. This site compiles information such as examples of Local Guides, lesson plans, activities, schedules, budgets, etc. Encampment Commanders should email submissions to the Program Manager for Cadet Leadership Camps.

d. Local Guide

Each facility is unique therefore each encampment will want to create its own visual aids to communicate standards for how cadets will operate in that environment. For example, detailed guidance on how to make beds, arranging wall lockers, and care for the common areas need to be communicated to the students. A suggested best practice is to provide this information in diagram form via a handout or several posters to be displayed throughout the facility. Some encampments choose to publish the information in booklet form. Note that the Local Guide should not include academic information or contradict the CAPP 60-71 Cadet Encampment Handbook. The Local Guide is not intended to be used for hip pocket training.

2.8 Program Assessment

Described in Section 1.1 are a set of encampment purposes, a vision for the program, and a set of goal areas. Encampment leaders gather evidence to discern if the encampment fulfilled those goals and how they might improve the program for next time. Encampment uses five main tools to gather and study metrics.

a. Encampment Individual Advisories (CAPF 60-95 and 60-96)

The Encampment Individual Advisories are versions of the CAPF 60-90 series cadet leadership feedback form, tailored to the encampment environment. They are available in a student version (CAPF 60-95) and a cadet cadre version (CAPF 60-96).

Flight staff and training officers prepare the CAPF 60-95's and discuss them with each student individually in a mentoring setting during Lesson C6A. CAPF 60-96's for cadet cadre are prepared by the cadet's superior and training officer or commandant, then reviewed in a mentoring setting during Lesson C6B. Each cadet receives individualized feedback, and the staff gain a sense of whether they led each individual toward fulfillment of the encampment purposes. The key metric for the advisories is for each cadet to score a 3.0 out of 5, or better.

b. Post Encampment Surveys

The Program Manager for Cadet Leadership Camps sends out surveys to all encampment students, advanced students, cadre, and senior staff. The survey data is then shared with the Encampment Commander, Wing DCP, and Wing Commander. Each Region Commander and Region DCS-CP also receives the data for the encampments in their region.

c. Staff Meetings

These daily conferences contribute to the metrics effort as leaders discuss the performance of flights and squadrons as well as cadre and senior staff as teams. Team performance is measured informally during the meetings. Leaders should review:

- Dormitory and uniform inspection results
- Performance in drill, calisthenics, and team sports
- Conduct during classes and tours
- Performance during team leadership problems
- Other signs of unity and cooperation
- Staff performance and morale
- Lessons learned
- Ideas for improvement

d. After Action Reports

Encampment commanders should require each staff member to submit an after action report (AAR). This process is especially helpful for cadet leadership development as it encourages critical thinking about a program's success and identifying ways to improve it. Encampment commanders should retain AARs in a continuity file for one year for the benefit of the next encampment staff. The key metric for AARs is for 75% of the staff to submit an AAR.

e. Encampment Final Report

The final instrument benefits wings, regions, and CAP/CP. This form submitted in eServices lists the total number of participants, ensures qualified participants receive graduation credit, gives local

leaders an opportunity to provide feedback to CAP/CP on the encampment materials, and demonstrates that the encampment conducted the program per national standards.

Encampment commanders submit a completed encampment report via eServices (Encampment Entry Report at the top and Encampment Participation Report on the bottom), ideally within one week of the encampment's conclusion. Timely submission ensures CEAP processing is not delayed and allows cadets to apply to NCSAs/NFAs in the winter. Commanders also remit all encampment funds and receipts to the wing or region finance officer (see CAPR 173-1, Financial Procedures and Accounting).

The key metrics for the overall encampment program are listed below and are computed in the Encampment Final Report in eServices. There is no special benefit nor penalty associated with these metrics; they merely provide targets for the wing and assist wings, regions, and CAP/CP in managing the encampment program.

- **Completion of Minimum Curriculum (Target 90%).**
 - Calculated by the number of lessons completed divided by the number of lessons required.
- **Cadet Capacity Rate (Target 90%).**
 - Calculated by the actual number of cadet participants divided by the total number of cadets the encampment could serve.
 - If the encampment has 100 first-time student slots but only 82 students attend, the capacity rate is 82%.
 - A suggested best practice is for Region DCS-CPs to take a hands-on approach in monitoring capacity rates. They should notice which locations are likely to have surplus capacity in the coming year, and then during registration season, closely monitor registration figures and steer cadets to neighboring locations if needed.
 - Encampment Commanders or Wing DCPs should share information about remaining open spots after slotting with neighboring Wings.
- **Squadron Participation Rate (Target 100%).**
 - Calculated by the number of squadrons that sent cadets to encampment divided by the total number of cadet and composite squadrons in the wing.
 - The squadron participation rate is important because if a squadron is not sending anyone to encampment, this could indicate that the squadron's Cadet Program is facing some fundamental problems, and/or is bound to struggle in the coming year.
 - If the encampment wants to increase its cadet corps size, marketing to previously unrepresented squadrons may help to boost total enrollment.
 - A suggested best practice is for the Wing DCP to take note of which squadrons did not participate and/or had very low participation in the previous year. They should reach out to them with targeted marketing and/or encourage encampment staff to visit those squadrons to provide information and answer questions of cadets and parents/guardians.
- **First-time Participation Rate (Target 60%).**
 - Calculated by the number of first-time students divided by the total number of cadets in the wing without an encampment.

Chapter Three: Encampment Planning

3.1 Encampment Commander

a. Selection

Appointed by the Wing or Region commander to direct the overall encampment program, under the supervision of the Director of Cadet Programs (or Deputy Chief of Staff for Cadet Programs if a Region Encampment). Refer to CAPR 60-1, 9.2.1. It is best practice to have an Encampment Commander able to serve in the position for two to three years to help build continuity. Unless there are major extenuating circumstances, the Wing DCP or Wing Commander should not also serve as the Encampment Commander.

The ideal Encampment Commander has extensive Cadet Programs experience and has served on encampment staff in roles such as Chief Training Officer, Commandant, or Deputy Commander. The primary duties of the Encampment Commander include:

- Ensuring overall alignment of the encampment program's mission and vision
- Overseeing recruitment, selection, and management of the encampment staff
- Managing the encampment budgeting and finances
- Serving as the liaison with the host facility
- Ensuring the encampment operates in compliance with all CAP policies
- Providing appropriate supervision and assuming ultimate responsibility for the safety, fair treatment, and morale of all participants
- Representing CAP to the public, the media, service providers, and cadets' parents

Completion of CPP Advanced is required before appointment as Encampment Commander (CAPR 60-2, 3.3.1). Once completed the Wing DCP or Region DCS-CP assigns them the Encampment Commander duty position in eServices. Send the name, rank, and contact information to the Program Manager for Cadet Leadership Camps so they are included in the Encampment Commander's Community (see below).

The Encampment Commander forwards encampment information including dates, location, costs, student slots, website, and registration information to the Program Manager for Cadet Leadership Camps either via email or through the [web form](#). Information is due by February 1 for summer encampments, October 1 for winter encampments, or 90 days out for off-season encampments. Refer to CAPR 60-1, 9.3.1.

b. Encampment Commander's Checklist

The Encampment Commander's Checklist is a tool from CAP/CP utilized for planning including key tasks and completion deadlines. The Wing Commander and Wing DCP (or CAP/CP for region and overseas encampments) utilize the checklist in their review of the training plan and readiness of the program at least 30 days in advance of the start of the encampment. Refer to CAPR 60-1, 9.3.3. and 9.3.5. The checklist is sent to Encampment Commanders once they are assigned and it is also available on the encampment website. The checklist is updated each season to ensure deadlines and references are accurate with the latest regulation or policy updates.

c. Encampment Commander's Community

The Encampment Commander's Community was created to provide enhanced support to Encampment Commanders. The Program Manager for Cadet Leadership Camps provides targeted training on key encampment topics, regularly scheduled office hours for questions and discussion, opportunities to share best practices, and meaningful connection to fellow encampment commanders and staff across the nation. While not required, encampment commanders are highly encouraged to participate. The most successful encampment programs have encampment commanders who strive to learn about key topics and work with the community to utilize shared best practices to improve their program.

3.2 Organizational Structure

a. Structure

The encampment structure is based on size. The encampment will operate as a wing, group, or squadron. A Cadet Training Wing (CTW) is comprised of two or more groups. A Cadet Training Group (CTG) is comprised of two or more squadrons. A Cadet Training Squadron (CTS) consists of two or more flights. Encampments will operate using the traditional, military-style "line" and "staff" organizational model (CAPR 60-1, 9.4.3). An incident command system model is not authorized for encampments.

b. Flexibility

There isn't a standard, one-size-fits-all design for the cadet structure (see CAPP 60-31, 1.3). The number of participating cadets, lodging capacity, the ranks of the selected cadre, the schools offered (if an encampment is also cohosting an advanced flight, NCOA, RCLS, etc.) and the needs of the encampment should be taken into consideration. However, all encampments should have at the very least a Cadet Commander, Cadet Deputy Commander, Flight Commanders and Flight Sergeants or Assistant Flight Commanders (if officers need to be utilized).

c. Flight Size

Flights normally consist of 12 to 20 students which helps to determine if the encampment will be formed as a squadron or group. In striving to fulfill the leadership and character goals of the encampment program, it is more important that the flights be right-sized than to stand-up the four flights needed to organize as a group with two squadrons.

d. Adequate Adult Supervision

The adult-to-cadet ratio standards in CAPR 60-2 must be followed. The encampment standards of adult supervision should exceed those normally required by CAPR 60-2. The heightened standard is necessary due to the encampment's duration, high tempo of intensive activities, and tendency to attract the younger and less-experienced cadets.

The encampment needs to provide at least one full-time training officer per flight. The ideal maximum cadet-to-training officer ratio is 18:1. When large flights are used (i.e.: flights of more than 18 cadets), it is recommended that a squadron-level senior training officer or an assistant training officer be available to keep the adult-to-cadet ratio manageable. Further, encampments should have senior members of both sexes on staff. Typically, female cadets are the minority, and while in no way limiting their full and active participation, the encampment should endeavor to have one female adult leader available for every 18 female cadets.

3.3 Staff Selection

a. Staff Selection Authority

The encampment commander selects the senior staff, and with the advice of the commandant, the top cadet cadre.

b. Senior Staff Selection

The Deputy Commander(s), Commandant, Chief Training Officer, Safety Officer, Chaplain, and heads of departments should be selected six to nine months in advance so they can be part of the planning process. Training Officers and other support staff should be selected no less than three months in advance, so they have enough time to be trained and participate in department planning calls in advance of the encampment.

c. Cadre Selection

Cadet cadre need to have attended an encampment or have JROTC equivalency encampment credit to staff an encampment.

The Cadet Commander should be selected first, followed by the cadet command staff (and squadron commanders if possible) ideally six to nine months from the start of encampment. There should be an advertised selection process for the top cadre positions which ideally includes interviews with Encampment and Wing or Region leadership.

The cadet command staff works together with the Commandant on selecting the rest of the cadre through the Cadre Selection Exercise (see below) or interview process. All cadre should be selected no less than three months in advance, so they have enough time to be trained and participate in department planning calls in advance of the encampment.

d. Cadre Selection Exercise

The cadet cadre should be selected several months prior to encampment. To support this process, a comprehensive cadre selection exercise is strongly recommended. This exercise typically includes a variety of structured leadership activities that allow encampment staff to assess cadets' readiness for staff roles. At the same time, it provides participating cadets with valuable opportunities to practice, develop, and refine their leadership skills. In this way, the cadre selection exercise both supports effective staff selection and contributes to the encampment's leadership development goals by providing each cadre member with meaningful opportunities to develop individual leadership skills (1.1d). Some best practices to consider in cadre selection exercises include:

- Advertise the cadre selection exercise well in advance
- Conduct it with another major cadet activity so that participation is logistically feasible
- Require that cadet cadre applications be endorsed by the cadet's unit commander
- Leadership challenges could include resume submission, interviews, a test of academic knowledge, performance during team leadership problems, drill, fitness, public speaking, etc.
- Compare candidates using standardized criteria that match the demands of the position they are applying for:
 - Run all flight sergeant candidates through the same leadership activities
 - Use a different set of criteria for officer-level positions
- Involve cadet officers in operating the practical selection exercises and interview boards for the mid-level and lower-level cadre positions

- Provide meaningful feedback throughout the exercise so that cadets can maximize their learning

If an in-person selection exercise is not logistically feasible, consider conducting interviews virtually and still requiring cadets to submit resumes.

Make clear to the cadets that maintaining their status as cadre depends upon their continuing to lead by example; any personal misconduct in or out of CAP could jeopardize their encampment position.

3.4 Position Descriptions

Senior staff positions are described below. For cadet cadre position descriptions, see CAPP 60-31. Encampments may customize the descriptions to meet their needs; the outlines below and in CAPP 60-31 are starting points.

a. Deputy Encampment Commander for Support

Provides oversight of the encampment's logistical, financial, and administrative needs. Supervises the support staff managing these major functional areas:

- Finance--Budget preparation, purchasing, and bookkeeping or supervision.
- Transportation--Coordination of ground transportation, including obtaining vans from the wing or squadrons.
- Flight Operations--Coordination of aircraft and pilots for orientation flights, in cooperation with the wing operations staff
- Logistics--Liaison with the host facility and coordination of billeting, dining, classroom, and related needs
- Administration--Processing of encampment applications, graduation packets, participation letter/reports, military support authorizations, personnel authorizations, and other items
- Information Technology--Maintenance of the encampment website, internet service, audio visual equipment
- Communications--Management of intra-encampment communication systems (cell phone rosters, radio networks)
- Public Affairs-- Dissemination of welcome letters, media relations and publicity to internal CAP audiences and cadets' parents, working with Wing PAO on social media and photograph uploads.

b. Deputy Encampment Commander for Cadet Programs

Large encampments may need more support and oversight for the encampment and all of the schools cohosted at the same time. If utilized, this position would supervise the Encampment Commandant and the Directors of the schools such as Advanced Encampment, RCLS, NCOA, STEM Academy, sUAS Academy, Color Guard Academy, etc. Their job is to ensure that all other schools follow policy, guidance, and best practices for cadet protection, safety, and curriculum and to help coordinate between the schools with scheduling and logistics.

c. Commandant of Cadets

Supervises the overall encampment curriculum, cadet training, and leadership and discipline of the cadet corps. Supervises the cadet cadre and is the principal mentor for the cadet executive cadre. This position's major functional areas include:

- Overall attainment of the encampment's learning goals for the cadet corps
- Selection of the cadet executive cadre (and possibly squadron commanders), in cooperation with the encampment commander
- Approval of the cadet cadre selections, in cooperation with the cadet commander
- Design (or supervision of) the encampment curriculum
- Ensuring CAP instructors and host agencies are prepared to lead cadet training activities
- Supervision and mentoring of the training officers via the Chief Training Officer
- Supervision of the safety, fair treatment, and morale of all cadets
- Monitoring of the cadet cadre's leadership methods and ensuring that cadets are not hazed
- Approval of standard operating procedures (dorm standards, inspections, rules governing daily life, etc.)

d. Safety Officer

See Chapter 5 for an in-depth discussion of safety.

e. Curriculum and Plans Officer (optional)

Manages the encampment's instructional content. While the position itself is optional, the related job tasks are obviously essential and therefore need to be assigned to someone on the senior staff. This position's major functional areas include:

- Investigating opportunities for tours, guest speakers, use of training facilities, etc., at the host facility
- Programming the curriculum so that the encampment fulfills the minimum required content
- Developing a plan of instruction for the encampment commander's approval, and coordinating with the host facility and/or outside agencies for tours, guest speakers, classroom facilities, etc.
- Developing and maintaining the encampment schedule, and verifying guest speakers' participation and tour hosts' readiness a day or two in advance
- Selecting and preparing instructors (senior staff, cadre, or guests) for required courses; monitoring courses to ensure the students attain the learning objectives
- Facilitating the student, cadre, and staff end of encampment assessment process
- Lead regular reflective debrief discussions with cadet executive cadre, to help them reflect on how they are doing as leaders and grow in their leadership skills

f. Training Officer (TO)

Training officers are assigned to each flight at an encampment. They are CAP senior members who are the cadets' first-line adult leaders. Training Officers are the center of gravity for a well-executed Encampment; only the highest qualify adult leaders should serve as TOs. They also serve in a critical role as mentors to the cadets, particularly the flight staff. As such, TOs need to be full time.

Assistant training officers are assigned as available. Senior training officers are also assigned as available and serve at the squadron level and supervise flight-level training officers. In large

encampments, a Chief Training Officer supervises the full team of training officers and provides guidance and mentoring to newcomers. This position's major functional areas include:

- Ensuring the cadets' safety, health, and well-being
- Observing, training, mentoring, and evaluating flight staff
- Observing, training, and evaluating of students
- Ensuring that the encampment's curriculum and learning goals progress as expected
- Providing personal counseling of cadets, as necessary
- Managing and stewarding resources responsibly, whether belonging to CAP or the host facility

The position is among the most rewarding experiences in all of CAP, but it might not be for everyone. Practical requirements should be understood before volunteering to serve including:

- Understanding, accepting, and carrying out the responsibility of in loco parentis for your flight/squadron
- Demonstrating a general desire to work with cadets and support their growth and development
- Allowing cadre to fail safely and guiding them through debriefing, reflection, and planning for improvement
- Being prepared for long days (5:30am to 10pm is common)
- Wearing a uniform throughout the duration of encampment
- Spending a significant time walking and standing
- Working outdoors for extended periods in the sun and in hot/cold weather
- Driving CAP vans loaded with cadets
- Conducting cadet foot checks to identify and treat blisters
- Maintaining a patient attitude and accepting a certain amount of "hurry up and wait"

g. Chaplain

The encampment chaplain is responsible for the moral and spiritual welfare of all participants. The chaplain is a member of the commander's staff and as such is the advisor to the commander and staff on matters of religious freedoms, morals, and well-being of personnel under his or her command. Assistant chaplains or Character Development Instructors may be appointed to assist in discharging these duties. The functional responsibilities include providing counsel, supporting cadet character education, and supporting participants' religious needs.

Any encampment participant may meet with the chaplain(s) at any time. **This request will not be denied.** Any matter that an encampment participant wishes to share with a chaplain is protected as a privileged communication of clergy and counselee (see CAPR 80-1). Throughout the encampment, daily opportunities will be afforded for personal contact with encampment participants. As chaplains visit cadets during the various activities and make themselves known, many cadets will, in turn, seek out the chaplain for assistance and advice. Training Officers will often seek the chaplain's assistance when counseling cadets. The chaplain's table in the dining hall will be a place of defusing. Especially during the time following inspections and during personal time in the evenings, chaplains will make a special effort to do a walk-through of the dorms and interact with the cadets as a ministry of presence.

Chaplains are a resource for character education activities and the overall Character Block. Chaplains may be used as instructors, coordinators, evaluators, or for similar purposes for the Character Block. Character Development Instructors (CDIs) may also assist.

Chaplains will provide opportunities for formal worship, and when necessary, coordinate support for participants whose religious needs cannot be served by CAP or the host installation. If a chaplain is unavailable to support an encampment in person, the encampment commander will nevertheless ensure that participants have access to formal worship.

3.5 Staff Training

a. Cadre Training

After selecting and announcing the cadet cadre, they need training on how to fulfill their duty responsibilities. Most encampments host at least one in-person training weekend or extensive virtual training if it is not logistically possible to bring the team together in person.

Cadre should also be part of planning calls with their respective encampment units (flight, squadron, and/or group or department) and senior staff. For example, the entire Public Affairs Team, both senior staff and cadre, should have several planning calls in advance of encampment.

b. Senior Staff Training

Senior Staff also need training for their positions especially Training Officers. Ideally the TOs attend an in-person training weekend and get to know their cadre in advance of encampment. Otherwise, the Chief TO should plan several training calls. Support staff should be included in planning calls with their department at least a few weeks out from the start of encampment.

c. Rehearsal

An effective approach is to plan a rehearsal day or weekend where everyone can practice their roles. This could be a stand-alone event or included as a closing activity in an in-person staff training weekend. Returning staff (cadre and senior) can act as students to allow new staff (cadre and senior) to get experience leading groups through the various tasks and activities. This allows everyone the opportunity to troubleshoot potential issues and work through solutions in advance of that first day of encampment.

d. Required Staff Training (RST)

See CAPR 60-1, 8.1.7 and CAPP 60-72. All encampments must complete both *Cadet Programs RST Online Modules* in Absorb and *In Person RST* on site in person prior to student arrival. In Person RST may not be completed virtually. The online modules are updated seasonally therefore winter encampments need to complete the online modules after October 1 and the spring/summer encampments after April 1. CAPP 60-72 provides program guidance and resource materials are available on the [RST website](#).

3.6 Finance

a. Average Price

According to the American Camp Association, the average price of a week-long day camp in 2025 was over \$800. For an overnight camp, the cost averaged \$1000 to \$2,000. In contrast, the average CAP encampment was priced at \$315 in FY25. CAP encampments are not just a bargain; they're priced so low that one might wonder if encampment will be a high-quality experience. Therefore, CAP's suggested best practice is for encampments to aim for a tuition rate of at least \$350. In turn, the increased revenue should be used to improve program quality. Some suggestions include:

- Hosting a staff training weekend (including transportation, meals, lodging)
- Providing better meal options and healthy snacks during the day
- Purchasing equipment for aerospace activities
- Purchasing equipment for drill and ceremonies training (including color guard gear, guidons)
- Funding internal scholarship programs to augment CEAP
- Offering additional “wow” activities like indoor skydiving (vertical wind tunnel), rock walls, zip-lines, etc.
- Providing an honorarium for a compelling guest speaker (Medal of Honor recipient, pro athlete, local VIP)
- Printing local dorm guide, graduation programs, SOPs for cadre, etc.
- Organizing transportation and/or reimbursing more fuel costs
- Providing T-shirts for PT uniforms or to wear during down-time
- Hosting a thank-you dinner for the adult staff (no alcohol)

b. Cadet Encampment Assistance Program (CEAP)

CEAP is special funding provided by the Air Force to help disadvantaged youth participate in encampment. For the most up to date program details go to the [CEAP for Adult Leaders website](#). Further, encampments are encouraged to establish scholarships for cadets who need assistance but were not awarded funds through the Air Force-sponsored CEAP.

c. Cadre Support

Staffing encampment is a major commitment for cadre requiring time outside of school for planning and traveling for training weekends. Many older cadets take time off work for the week just like their senior staff counterparts. If the budget allows, cadre should be given a discounted fee or have the fee waived. Scholarships should also be available for cadre who need assistance.

d. Adult Staff Fees

The adult staff who mentor and supervise cadets tirelessly serve, donating their time and talent. The recommended best practice is to waive the fee (including lodging).

3.7 Administration

a. Registration

Encampments are highly encouraged to utilize Registration Zone including the Parent/Guardian Portal and CAP Health. Many valuable tools are integrated into these platforms including parent/unit approvals, registration/attendance pre-requisites, health information/forms, payment, and CEAP status. There are many resources available for guidance including the Registration Zone User Guide (most up to date copy available in Registration Zone) and the [Parent/Guardian Portal website](#).

b. Flight Slotting

Cadet flights will be equally balanced by age, sex, cadet grade, and home unit, to the extent possible. Family members will be separated from one another whenever possible. When forming coed squadrons or flights, it is best practice to balance the number of male and female cadets within the unit. Units with a roughly equal number of male and female cadets tend to provide a more positive experience for all participants. In contrast, placing small numbers of female cadets in

a unit can isolate them and negatively impact their encampment experience. Whenever possible, avoid assigning a few female cadets to a unit simply to make it coed; aim instead for proportional numbers that foster engagement and camaraderie.

3.8 Communication

Excellent communication with parents/guardians in advance and during encampment is essential. Welcome materials are required for the cadets and their parents so that they will know what is entailed in encampment and can arrive ready to participate.

a. Encampment Website

Cadets and parents find it very helpful if encampment information is available to them online. An encampment website is essential. Some key information to share:

- Dates, including arrival and departure windows
- Tuition, fees, and information about CEAP
- Cadet cadre application procedures and training session dates
- Application forms/permission slips or instructions for Registration Zone
- Facility name, location, and directions
- Names and contact information for adult leaders
- Basic goals of the encampment program and a description of the major activities
- Packing list
- Contraband list including an explanation of contraband check
- Information about CAP's medication management policies (see letter example to parents in CAPP 79-10)
- Rules regarding cadets' use of cell phones and the web during encampment
- Invitation for families to attend graduation along with graduation information
- Social media and photo links

b. Webinar for First-Time Students

A best practice is to hold a webinar for all first-time students, their parents/guardians, and unit commanders several weeks in advance of the encampment to answer questions and address concerns.

c. Medication Management Email to Parents/Guardians

In addition to listing the information on the encampment website, an email should be sent to parents/guardians about medication management several weeks out from encampment. See CAPP 79-10 for a template.

d. Social Media and Photographs

Encampments should utilize the [Encampment, NCSA, and Activity Marketing Playbook](#) (CAPP 150-12) for guidance on social media and publishing photos to the CAP SmugMug account. Providing daily updates and easy access to pictures of their cadets is very important to parents/guardians.

Chapter Four: Encampment Operations

4.1 Lodging

a. Senior Supervision

Except in the circumstance of a small tent or hut (10 person or less), there should be at least one senior member lodged in the barracks or in the dorm or on a dorm floor. CAPR 60-2 2.8.3 advises:

No Adult leader will lodge with a cadet in a hotel room, dorm room, or tent sheltering fewer than 10 people, unless of the same immediate family. Adult leaders will be lodged separately from, but near cadets. In an open-bay barracks environment, one or two adult leaders may be assigned to beds on either end of the cadets' bay, but it is preferable that the adult leaders be lodged in the small rooms that are sometimes adjacent to the bay, when available.

In some cases, seniors and cadets may have to share the same bathroom. Clear communication and expectations are needed to mitigate any issues. A sign system should be created to denote who has use of the bathroom such as cadets under 18, cadets over 18, and senior members. Senior staff should work with the cadre in the building to create a schedule for shower times. If there is a building that houses seniors only, TOs could be provided access to be able to utilize that building for showers.

b. Supervision of Coed Interactions

See CAPR 60-2, 2.8.4. Male and female cadets, as defined by sex designation in eServices, will be assigned to separate quarters. Encampment Commanders will establish clear guidelines as to when and how personnel of one sex may enter areas designated for personnel of the opposite sex. Some best practices to consider include:

- Designating certain areas of the building to males only or females only
- Installing a makeshift door or curtain to separate male and female areas if they need to be bunked in the same vicinity
- Establishing a clear, consistently enforced policy regarding the how and when males enter the female area, and vice versa
- Establishing a clear, consistently enforced “open door rule” requiring doors to remain ajar when cadets (regardless of sex) are interacting in a room without a senior present
- Requiring a third person to be present during coed cadet interactions indoors, when appropriate
- Directing flight meetings and similar events take place in a common area if available

Again, each facility is unique, so no national-level standard rule is practical, but encampment commanders need to set clear policies on how, when, and where male and female cadets (both students and cadre) are to interact.

c. Coed Inspections of Barracks

Inspections are an important part of the leadership block (see 2.2). In a co-ed cadet environment, comparable standards need to be upheld for male and female cadets. Inspections should be limited to beds, uniform lockers, and common areas. Accessing or inspecting cadets' personal belongings and undergarments is prohibited, those items should be kept neatly out of view in a drawer or suitcase/bag.

d. Communication

Ensuring thorough communication and developing a sense of unity is difficult in a co-ed flight, but not insurmountable. Senior staff need to monitor the cadet cadre's performance in this area and provide coaching when necessary. Cadre need to pay special attention to making sure both the male and female cadets in the flight are getting the same information despite being in different lodging locations.

4.2 In-Processing at Encampment

For the students, encampment begins the moment they arrive. The goal here is for the senior staff to build a partnership with the parents and enable the cadet to quickly join in with his or her peers. The senior staff and cadet cadre should warmly welcome each cadet and their parents/guardians upon their arrival. By taking initiative to greet cadets and parents/guardians alike, the encampment staff can quickly establish an adult-to-adult and cadet-to-cadet system of communication.

a. Parent/Guardian Greeting Process

Much of this information is provided to the parents/guardians already via the pre-encampment communication (see 3.7), but it is always good practice in solidifying the partnership with the family to reiterate these details at in-processing. The senior staff member greeting the parents/guardians should:

- Invite the parents/guardians to an optional parents' orientation and Q&A session with senior staff
- Verify that the encampment has the correct parent/guardian contact information (note: some parents go away on a vacation, ensure the encampment has some means to contact them or an alternate guardian in case of emergency)
- Confirm that medical information has not changed from what is listed on the encampment application
- Provide the parents/guardians with the encampment website, social media and photo sites and a phone number where they can reach the encampment in case of emergency
- Invite the family to graduation
- Verify the cadet's travel itinerary for their return home

b. Cadet Greeting Process

The heightened training intensity that is characteristic of encampment does not begin until the students sign the honor agreement (See 2.5c and Lesson C1). Cadet cadre who greet students simply welcome them to encampment and, following family goodbyes, lead them to the encampment area.

c. Phone Call Home

If a cadet arrives with someone other than a parent/guardian (i.e.: another cadet's family or the hometown unit), the greeting senior staff member ensures the cadet calls home to let their family know that they arrived safely. This phone call home is also the opportunity for the senior staff to work through the greeting process tasks of 4.2a above.

d. Family Goodbyes

When the moment comes for the student to enter the encampment area, the senior staff member should tactfully indicate that this is the time for parents/guardians and their cadets to say good-bye to one another. The cadet proceeds to the encampment area, and the parents/guardians proceed to the parents' orientation or depart for home.

e. Sign-In Roster

The senior staff will maintain a formal sign-in roster, enabling them to compare the list of actual arrivals to registered participants and follow-up with cadets who did not arrive on time.

4.3 Luggage and Contraband Check

One of the first tasks needing to be accomplished shortly after the cadets' arrival is the luggage and contraband check. The purpose of a luggage inspection is for the senior staff, as responsible adult chaperones, to verify that each cadet possesses all required gear. Additionally, the senior staff verifies that no cadet has access to material that is undesirable for the learning environment, inappropriate for a youth activity, or a safety hazard. The senior staff conducts the luggage and contraband check in the presence of each individual cadet, one-on-one. Cadet cadre will be subject to contraband checks on their arrival day, just like the students.

a. Contraband Items

At a minimum, the following items are to be considered contraband. Encampments may enlarge this list as their local situation requires.

- Tobacco, e-cigarettes, alcohol, illegal drugs
- Except for rescue medications, all prescription, over-the-counter drugs, herbs, and supplements are turned in to the health services officer or designee (see section e).
- Weapons, fireworks, knives (pocketknives may be allowed at commander's discretion)
- Snacks, candy, gum, soda, energy drinks, etc. (Cadre may be granted snack/candy privileges but may not have energy drinks)
- Cell phones, computers, and other electronics (Cadre may be granted privileges)

b. Contraband Storage

The senior staff inventories and bags the contraband items in the presence of the cadet, then stores the contraband in a secure area. Cadets reclaim the contraband upon graduation. In the case of illegal items (alcohol, drugs, firearms), the encampment commander turns over that contraband to law enforcement, and the cadet is immediately dismissed from the encampment at the parents' expense.

c. Cell Phones and Computers

Each encampment sets its own policy regarding cadets' access to cell phones and the internet. This policy needs to be explained in the initial welcome materials so that cadets and parents have advance notice of encampment rules. Encampments are encouraged to prohibit cell phone and internet access for the duration of encampment for students. Limiting access helps cadets focus on learning, leadership development, and building relationships with their peers. It also encourages personal responsibility, face-to-face communication, and full engagement in the encampment experience. At a minimum, students will be prohibited from using phones and computers until late in the week.

Encampment commanders may grant cadet cadre privileges in this area, particularly for using personal electronics to conduct official encampment business. There should be clear expectations set with violation of the policy grounds for progressive discipline. The Cadre Honor Agreement is clear that the cadre's job comes first, and they are role models for the students. They should limit use of their phone or laptop for personal business until they have personal time.

d. Watches and Jewelry

Cadets should be discouraged from bringing expensive or electronic watches, jewelry, or anything of value. However, students will be allowed to keep watches (that do not connect to cellular or internet service) and jewelry in their possession if they do bring them. There is no legitimate training need in confiscating these items, and the risk of the encampment losing them outweighs any benefit in considering them contraband.

e. Prescription and Over the Counter Drugs

Follow CAPR 60-2 2.3.6: *“At overnight CAP activities, cadets will not keep medications (including both prescription and over-the-counter medications) on their person, unless the medication is one of the allowed rescue medications described below.”* Further details on cadet medications, including best practices, are found in [CAPP 79-10, Cadet Medication Best Practices](#).

4.4 Cadet Care

a. Meals

Encampments will provide every participant with three full, well-balanced meals daily, excluding travel days. Cadets may be excused from a meal only by the training officer, commandant, or encampment commander. Upon receiving the meal, cadets will have at least 15 minutes of uninterrupted, training-free time to eat (cadre will ensure the students' basic decorum, but no classes, quizzing, flight meetings, etc. are allowed). There is no training value in silent meals. Cadets need time to socialize and decompress with their teammates. Refer to CAPR 60-1, 9.4.5. See the [CAP Food Services website](#) for resources.

b. Drinks and Snacks

Sodas (soft drinks) should be limited except for special events such as a graduation cookout. Energy drinks (Red Bull, Monster, Celsius, etc.) are prohibited at all times (CAPR 60-2, 2.3.7) for all cadets, students and cadre. Sports drinks such as Gatorade or Powerade are permitted. Snacks like fruits, granola bars, and similar items should be available for cadets to carry with them and eat between meals.

c. Sleep/Wake Up

Encampment commanders will program 8.5 hours of uninterrupted sleep time for all students every night. Cadet cadre will have at least 8 hours of uninterrupted sleep time and should be permitted downtime as schedules allow. Refer to CAPR 60-1, 9.4.5.

Students should be woken up by simply turning on the lights or a knock on the door by a TO or cadre member letting cadets know they have 15 minutes to get ready (see e below). There should be no yelling or startling of cadets awake with music or other loud noises or banging on doors. Training does not commence until the students have the time to take care of their personal needs.

d. Personal Time

For students, the 30 minutes preceding lights out will be reserved as personal time, during which absolutely no training is to occur, though cadre will monitor cadets to prevent horseplay. During personal time, students may shower, prepare their uniform for the next day, visit with their flight mates, read, write in their journals, and even turn-in before lights out. Refer to CAPR 60-1, 9.4.5.

e. Personal Needs

Flight staff will proactively ensure cadets have time to care for their personal needs throughout the day. Cadets must have 15 minutes of undisturbed time, upon scheduled wake up, to use the bathroom, get changed, and take care of personal hygiene. Refer to CAPR 60-1, 9.4.5. Bathroom breaks will be provided throughout the day. A cadet should not be denied from using the bathroom during classes or activities.

f. Showers and Hygiene

All cadets will shower daily and use deodorant or antiperspirant. Seniors will shower separately from cadets. The object of showers is hygiene, not training. Therefore, showers will not be regimented or formally timed, though the flight staff will ensure that every cadet moves along, gets clean, and does not horse around. Senior staff should be aware that the communal bathrooms and showers could be a new experience for many cadets. Every effort should be made to make the showers as private as possible with extra shower curtains or makeshift partitions.

g. Daily Blister Check

Following daily shower time, the training officer or a member of the health services team, assisted by the flight staff, will check each cadet's feet for blisters. Students will be provided treatment and preventive aid at this time, as needed.

h. Uniforms vs. Civilian Attire

Experience has shown that prohibiting cadets from wearing civilian attire during cadet activities facilitates good discipline and reduces the likelihood of behavior problems. Therefore, encampment commanders will require cadets to remain in a "uniform" from the encampment's start to finish with the exceptions of showering, swimming, sleeping, and the end of week social/picnic. During fitness activities, laundry time, and personal time the PT uniform should be the designated "uniform."

4.5 Awards

To generate a healthy spirit of competition and to motivate all cadets to strive for their personal best, encampments will want to adopt some kind of awards program. Some best practices to consider include the following:

a. Honor Flight/Squadron

This award is typically presented daily and at graduation to the most outstanding flight or squadron overall. Regarding the award criteria, the structured curriculum naturally suggests a handful of objective and subjective evaluation items. Whatever criteria is used, it should be consistently applied and known to all. Suggested criteria include:

- 20% Overall esprit de corps (subjective judgment)
- 20% Uniform and dormitory inspection scores
- 20% Success in Team Leadership Problems
- 10% Victories in Team sports
- 10% Improvement in drill and ceremonies
- 10% Spot checks of cadets' academic knowledge
- 10% Punctuality and conduct during classes and tours

A good way to recognize the honor flight/squadron is by awarding a guidon streamer. As a daily program, honor flight/squadron could be announced during reveille formation (for the day before) or retreat formation (for the day of). The honor flight/squadron of the day could have the privilege of being first in line for all activities and meals. Upon graduation the overall honor flight/squadron for the week could receive a special certificate or have their graduation certificate specially annotated to indicate their honor flight/squadron status. The cadet commander should make the honor flight/squadron selections, with the commandant holding veto authority.

b. Honor Cadet

The intent of this award is to recognize the most outstanding student in each flight/squadron. A mix of objective and subjective criteria might be used, including inspection scores, quiz averages, and overall attitude and leadership ability. A certificate, plaque, or trophy presented at graduation would be an appropriate means of recognition. The flight/squadron staff should select the recipient for their flight/squadron, with the training officer holding veto authority. The cadet commander selects the Honor Cadet of the encampment with the commander holding veto authority.

c. Most Improved Cadet

The intent of this award is to recognize the student who has grown the most in terms of self-confidence, attitude, and resilience. The winner of this type of award is best determined by subjective judgment. A certificate, plaque, or trophy presented at graduation would be an appropriate means of recognition. The flight/squadron staff should select the recipient for their flight/squadron, with the training officer holding veto authority. The cadet commander selects the Most Improved Cadet of the encampment with the commander holding veto authority.

d. Most Outstanding Cadet NCO

The intent of this award is to recognize the most outstanding NCO serving on the cadre. Professionalism, performance as a mentor and role model, and the respect accorded to the cadet by his or her subordinates, peers, and superiors, are areas to consider when selecting the winner. A certificate, plaque, or trophy presented at graduation would be an appropriate means of recognition. Each squadron commander could nominate one cadre NCO, with the final selection being made by the cadet commander, with the commandant holding veto authority.

e. Most Outstanding Cadet Officer.

The intent of this award is to recognize the most outstanding cadet officer serving on the cadre. Professionalism, performance as a mentor and role model, and the respect accorded to the cadet by his or her subordinates, peers, and superiors, are areas to consider when selecting the winner. A certificate, plaque, or trophy presented at graduation would be an appropriate means of recognition. The cadet executive cadre could nominate a winner, but the final selection should be made by the commandant.

f. Most Outstanding Mentor

The encampment belongs to the cadets, but without overshadowing their accomplishments, the cadet cadre could recognize the senior member whom they regard as the most outstanding mentor, with the encampment commander holding veto authority. A certificate, plaque, or trophy presented at graduation would be an appropriate means of recognition.

g. Other Award Opportunities

The number of individual awards presented could vary based on the encampment size. For example, if flights are large (say, 18 or more cadets) a couple “distinguished graduate awards” could be presented within each flight in lieu of a single honor cadet award. Alternatively, encampments might consider presenting special awards for academic excellence, physical fitness, and emerging leadership. In short, each encampment needs to find the right balance in terms of award quantity and type for its size.

h. Merit/Demerit Programs Prohibited

Encampments develop leadership skills and moral character in cadets through positive methods. Consequently, merit/demerit systems are prohibited because they function primarily through negative reinforcement. In contrast, award programs that challenge cadets to pursue excellence are encouraged.

4.6 Early Dismissal

Cadets will be dismissed from the encampment early only with the approval of the encampment commander and after coordinating with the cadet’s parent or guardian. Commanders should address each cadet’s particular circumstances on a case-by-case basis, while following the basic guidelines listed below.

a. Homesick/Lack of Interest

Cadets who suffer acute homesickness or a lack of interest should receive counseling from the training officer and the Chaplain before early dismissal is considered. The senior staff’s posture toward homesick cadets should always be to lead the cadet toward choosing to remain at encampment and for the cadet to give themselves some time to adjust to the challenge. If, after counseling, the encampment commander or parent or guardian decides to send the cadet home, the encampment commander will inform the cadet’s home unit via email or phone within 24 hours, as a courtesy.

b. Family Hardship or Emergency

In the case of a family hardship, the encampment commander should make every effort to cooperate with the family and help the cadet get home quickly with the least inconvenience to the family. The commander may allow the cadet to return to the encampment at his or her discretion. The encampment commander will inform the cadet’s home unit via email or phone within 24 hours, as a courtesy.

c. Expulsion for Disciplinary Reasons

Encampment commanders may expel cadets who refuse or are unable to abide by encampment rules. Expulsion is a last resort and normally is preceded by a series of progressively escalating interventions (i.e.: additional training, verbal warnings, formal counseling, etc.), though

commanders may direct immediate expulsion for egregious offenses, after coordinating with a parent or guardian. As a courtesy, the encampment commander will notify and provide a summary of the incident to the expelled cadet's unit, group, and wing commander via email. See CAPR 60-1 3.5.4.

4.7 Dismissal Upon Graduation

After graduation ceremonies, the encampment needs to manage its dismissal process. Unless handled properly, the dismissal process can be chaotic. As responsible adult leaders, the senior staff have a duty to formally track each cadet's departure from encampment.

a. Clean-Up

Before being released for the journey home, everyone contributes to the clean-up effort.

b. Sign-Out Roster

The senior staff take note of when each cadet departs from encampment and their mode of travel home (i.e.: with Cadet Curry, at 1:05pm). A recommended approach is to require each student to check-out with their training officer, each cadet cadre member to check-out with the commandant, and then forward all completed sign-out rosters to a single person, such as the administration officer. See CAPR 60-2, 2.8.1.

c. Cadets Traveling Home with Others

Senior staff ensure that each cadet in their charge travels home in accordance with his or her parents' instructions. Do not release minor cadets to travel home except with the individuals designated by the parent/guardian. CAP's role is to ensure minor cadets do not suddenly change their itineraries without parental permission.

d. Participants Driving Home on Their Own

Having completed a busy week of activities, participants may be more fatigued than they realize. Senior staff ensure that participants are sufficiently rested for the drive home before releasing them from encampment, especially if they drive solo. A suggested best practice is for the safety officer to personally check the sleep plan of each participant-driver the day prior to and morning of departure.

e. Efficient Dismissal

The encampment should try to avoid making parents/guardians, who face long drives home, stand around for an hour or more after graduation ceremonies have ended before dismissing their cadets. The senior staff should try to have the cadets fulfill all dormitory clean-up duties and close-out obligations prior to graduation.

Chapter Five: Safety/Health/Wellbeing

5.1 Introduction

Encampments can be both adventurous and safe with an aggressive safety program. Encampment is different than routine squadron meetings and “Saturday” activities. Encampment is an overnight program with cadets on the go for 16 hours straight. Training is action-packed and marked by new experiences. Add in hot or cold weather, physical and mental stress of the military-like training environment, and the unstoppable energy of teens and you have created conditions where people will get hurt unless adults make safety a non-negotiable value.

5.2 The Encampment Safety Officer

The Encampment Safety Officer is the adult responsible for keeping the safety perspective at the forefront of everyone’s mind. **The safety officer reports to the encampment commander and advises them on all aspects of safety and mishap prevention.** Safety is inherently a command responsibility. While commanders should delegate authority to safety officers to lead the encampment’s safety efforts—and in a very real way safety is everyone’s concern, the ultimate responsibility of keeping participants safe cannot be delegated. The commander, or the ranking adult on scene, is responsible for keeping all participants safe.

The safety officer’s duties fall into one of five roles as outlined below, underscoring the importance of appointing the safety officer several months prior to the encampment. **Collectively, these duties highlight the need for a safety team with a lead safety officer and several assistants.** Cadets can also serve on the safety team under the supervision of the lead or assistant safety officer.

a. Administrative Readiness for Safety

As the encampment staff prepares to conduct the encampment program, the safety officer ensures that the encampment is administratively prepared to meet or surpass CAP safety requirements. This duty includes:

- Reviewing all participants’ personnel records to ensure each is current in their safety training
- Reviewing senior and cadets 18+ personnel records to ensure each has completed the Cadet Protection Basic Course and that the senior members are in “approved” status (i.e.: have satisfied CAP fingerprint and background checks)
- Reviewing encampment reports, mishap reports, and mishap trends from the prior year
- Attending CAP/SE, Region, and/or Wing activity safety training
- Communicating with the Wing and Region Safety Officer
- Reviewing safety related items with the Encampment Commander from the Encampment Commander’s Checklist
- Communicating and coordinating with the Encampment Health Services Officer(s)

b. Planning for Safety

The safety officer is the focal point and lead in preparing local rules and plans for protecting the safety of all participants. This duty includes:

- Conducting operational risk management analyses for encampment activities, especially the most physically demanding activities
- Working with the Senior and Cadet Command Teams on filling out the CAPF 160 Deliberate Risk Assessment Worksheet
- Planning for hot or cold weather contingencies and familiarizing the safety team and Command with the hot/cold weather policies in CAPR 60-2 2.6.13 and 2.6.14
- Coordinating with host agencies/guest instructors prior to cadet tours and hands-on activities so that encampment attendees can arrive at each activity prepared to participate safely
 - Example: a day or two prior to the cadets' running an obstacle course, the safety officer should meet with the host agency to discuss the obstacle course's safety requirements in detail
- Connecting with the local police/fire/ambulance and alerting them to the presence of the encampment
- Familiarizing themselves with local emergency procedures:
 - How to call ambulance/fire/police at that location (may not be 911)
 - Where hospitals are located
 - Developing a plan of action if a participant requires medical attention or support from local resources
- Identifying a rally point and headcount procedure in case the encampment area needs to be evacuated due to fire or another emergency
- Planning for shelter in place or evacuations due to natural disaster
- Identifying and obtaining the equipment necessary to conduct the encampment curriculum safely (helmets, hearing protection, gloves, etc.)

c. Vigilance

CAP senior members supervise cadets in loco parentis (in the place of the parent). The law requires that they exercise the same level of care, supervision, and protection that a reasonably prudent parent or guardian would for their own child. It is not sufficient for an encampment to merely establish local safety rules; the adult leaders ensure that the (mostly) teenaged cadet participants are consistently abiding by those safe practices, and if not, to intervene in protection of the cadet's safety. This duty includes:

- Being physically present at the encampment and observing participants' conduct regarding safety throughout the various activities (sometimes known as MBWA or "management by walking around")
- Directing participants to cease unsafe behaviors, as necessary, and motivating other leaders to be equally proactive
- Monitoring the encampment's compliance with the host installation's local safety policies
- Monitoring the encampment's compliance with CAP policies on high adventure activities and weapons training (see CAPR 60-2, 2.7 and 2.7.5)
- Monitoring the encampment's compliance with the workload/rest guidelines during hot or cold weather (see CAPR 60-2, 2.6.13 and 2.6.14)
- Monitoring the encampment's compliance with CAP cadet protection policies and fraternization rules (see CAPR 60-2)
- Monitoring the encampment's compliance with CAP vehicle operation policies (see CAPR 132-1)
- Participating in daily staff meetings to maintain an understanding of upcoming events

- Cooperating with training officers to provide for the overall health and well-being of the cadets

d. Education of participants

The safety officer is the encampment's number one resource for learning how to operate safely. This duty includes:

- Developing, conducting, and/or supervising daily safety briefings
- Educating participants on the "Knock It Off" principle whereby any participant, regardless of rank, may demand all halt their activity if an unsafe condition is noticed (See 5.2b)
- Educating participants on procedures in case of fire or emergency evacuation
- Teaching and leading fire drills
- Educating senior staff on procedures to follow in case of a medical emergency
- Educating participants on the warning signs that precede heat injuries, exhaustion, dehydration, and similar medical conditions
- Educating drivers on CAP safety policies regarding vehicle operations (see CAPR 132-1)
- Conducting (or facilitating with the help of a subject-matter expert) activity-specific safety briefings immediately prior to the start of higher-risk activities, including those that are physically demanding or potentially hazardous such as obstacle courses, flight line operations, aquatic activities, rappelling, etc.
- Educating encampment leaders on how they might modify their operations in the event of hot/cold or inclement weather
- Educating the executive staff on the encampment's overall safety performance and recommending steps for improving overall safety

e. Reporting and investigating mishaps

If a safety mishap does occur, the safety officer takes the lead in reporting and investigating it. This duty includes reporting safety mishaps to CAP officials via eServices, per CAPR 160-2. Then the safety team should carefully review the event to figure out what happened, why, and how the encampment might mitigate that risk in the future.

5.3 General Safety Practices

a. Safety Officer's Checklist

The safety officer will work through the safety checklist (see 5.5) before cadets arrive and coordinate local procedures with the encampment commander and staff. Many encampments find it useful to confer about safety policies and brief cadet cadre and senior staff how to meet those obligations during a staff training exercise conducted some time before the encampment begins.

b. Knock It Off

Any participant who notices a dangerous and unforeseen hazard may sound the Air Force command, "KNOCK IT OFF," temporarily halting whatever activity is taking place at that moment until the senior staff authorizes the cadets to resume their activity.

c. Cadet Personal Vehicles

Cadets who bring a personal vehicle to the encampment will hand-over all keys to the senior staff. Cadets will not operate personal vehicles during the encampment.

d. Cadet Charge of Quarters or Firewatch

Cadet CQ programs are ineffective as safety precautions, do not impart meaningful learning, are potentially hazardous, and are therefore prohibited. Cadets will not serve as sentries or safety monitors during the overnight hours. **A senior member must bunk in close proximity to the cadets (at least one senior per floor or wing is suggested) and be available to respond to any emergencies that arise between lights-out and reveille.** See CAPR 60-1, 9.4.6.

e. Bunk Beds

If you can avoid putting individuals in a top bunk, please do so. Bunk beds should have side rails to reduce the likelihood of the sleeper accidentally rolling out of bed. If bunk beds are used, consider asking if any participants have previously slept in a bunk and assign those individuals to the top bunk. Cadets who have sleeping bags for bedding should not sleep on the top bunk.

f. Obstacle Courses/Leadership Reaction Courses

Safety staff should do a walkthrough of all activities (especially HAAs) to identify and mitigate any safety hazards, assess height or age-appropriate issues with obstacles, pre-treat for any insect issues, and ensure all necessary equipment is viable and activity ready.

Challenge Activities (CA) and High Adventure Activities (HAAs) are regulated within CAPR 60-2 section 2.7. Table 2.5 indicates that an obstacle course with a fall of greater than six feet is a High Adventure Activity. The regulation requires you to utilize the [Girl Scout Safety Checkpoints](#) for required safety gear which includes helmets and climbing gear like harnesses and belays which may not be needed. Until updated guidance can be added to CAPR 60-2, the helmet guidance for obstacle elements with a 6-foot fall or greater (obstacle course, leadership reaction course, low ropes, etc.) is a helmet provided by the host organization or a Union of International Alpine Association (UIAA) approved climbing helmet. If an approved helmet is not available either from CAP or the hosting organization, that obstacle(s) cannot be utilized.

If using an obstacle course that requires cadets to reach heights greater than 12 feet from the ground, the Encampment Safety Officer needs to confer with CAP/SE at safety@capnhq.gov to discuss appropriate safety equipment and risk control options.

5.4 Medical Care at Encampment

CAP is not a health care provider. CAP's policy is for health professionals to provide care only in emergency situations, stabilizing the patient until private medical care or military care can be obtained. In some states, a "camp nurse" statute affects encampments. Consult the wing legal officer for guidance in those situations.

a. Role of Encampment Health Services Officers (HSOs)

HSOs, apart from providing emergency care and medication management, can lend their expertise by advising commanders and participants on health, fitness, disease, and injury prevention. HSOs are also authorized to provide training in CPR, first aid, and similar topics, consistent with their professional competencies. In these capacities, the HSO should report to the Encampment Commander but work very closely with the encampment safety officer. Large encampments would benefit from an HSO team to help provide oversight. A best practice is to have one HSO for every 75 cadets (students and cadre).

c. Medication Management

CAPR 60-2, 2.3.6 and CAPP 79-10 outlines the process and procedures for medication management by an HSO or designee as well as parent communication. It is imperative at especially large encampments to utilize Training Officers or other adult leaders as designees to help manage cadet medications so they can be taken in a timely manner.

5.5 Common Safety Concerns at Encampments

Listed on the page below is a checklist for safety-related topics that apply to most encampments, though each environment is different. Safety officers should consider this checklist a starting point in preparing for a safe encampment. Detailed guidance and safety best practices for these topics may be available at GoCivilAirPatrol.com/safety.

Safety Checklist

Personal Welfare <ul style="list-style-type: none"><input type="checkbox"/> Wingman system<input type="checkbox"/> Nutrition/meals<input type="checkbox"/> Allergies/special diets<input type="checkbox"/> Hydration<input type="checkbox"/> Rest room access<input type="checkbox"/> Daily showering<input type="checkbox"/> Sleep	Building/Facility <ul style="list-style-type: none"><input type="checkbox"/> General condition of the buildings<input type="checkbox"/> Slip, trip, & fall hazards<input type="checkbox"/> Heating & air conditioning<input type="checkbox"/> Emergency exits & signage<input type="checkbox"/> Emergency evacuation<input type="checkbox"/> Locked doors<input type="checkbox"/> Intruder procedures<input type="checkbox"/> Fire extinguishers & fire alarms<input type="checkbox"/> First aid kits	Vehicles <ul style="list-style-type: none"><input type="checkbox"/> Vehicle inspections<input type="checkbox"/> Back-up spotters<input type="checkbox"/> Seat belt usage<input type="checkbox"/> Driver licensing	Hikes/Bivouacs (Adv ENC) <ul style="list-style-type: none"><input type="checkbox"/> Fires<input type="checkbox"/> Knives<input type="checkbox"/> Routes<input type="checkbox"/> Trail blazing
Protection from Elements <ul style="list-style-type: none"><input type="checkbox"/> Sunscreen<input type="checkbox"/> Rain<input type="checkbox"/> Reflective gear<input type="checkbox"/> Bug repellent<input type="checkbox"/> Hot/cold weather	Physical Fitness/Sports <ul style="list-style-type: none"><input type="checkbox"/> Warm-up & cool-down<input type="checkbox"/> Proper instruction & execution of calisthenics<input type="checkbox"/> Safety gear during sports<input type="checkbox"/> Safety briefing before first PT/sports	Flying <ul style="list-style-type: none"><input type="checkbox"/> Flight line<input type="checkbox"/> Ear protection<input type="checkbox"/> Air sickness<input type="checkbox"/> In-flight emergencies	Heavy machinery <ul style="list-style-type: none"><input type="checkbox"/> Safety briefing<input type="checkbox"/> Conduct during tours
Dormitory Life <ul style="list-style-type: none"><input type="checkbox"/> Evacuation plans<input type="checkbox"/> Fire drills<input type="checkbox"/> Horseplay<input type="checkbox"/> Sleepwalkers<input type="checkbox"/> Bunk beds	Drill & Ceremonies <ul style="list-style-type: none"><input type="checkbox"/> Locked knees in drill<input type="checkbox"/> Road guard procedures<input type="checkbox"/> Designated places for drill	Obstacle Courses <ul style="list-style-type: none"><input type="checkbox"/> Walk-throughs<input type="checkbox"/> Insect treatment<input type="checkbox"/> Off-limits obstacles<input type="checkbox"/> Height limits<input type="checkbox"/> Safety gear (helmets, gloves)<input type="checkbox"/> Spotters	Food Service (if applicable) <ul style="list-style-type: none"><input type="checkbox"/> Food storage and handling<input type="checkbox"/> Kitchen sanitation<input type="checkbox"/> Knife safety<input type="checkbox"/> Burn prevention
Missing Person Procedures <ul style="list-style-type: none"><input type="checkbox"/> Headcounts<input type="checkbox"/> Accountability drills		High Adventure Activities <ul style="list-style-type: none"><input type="checkbox"/> HAA paperwork & approvals<input type="checkbox"/> Safety briefings pre-activity<input type="checkbox"/> Firearms & range procedures<input type="checkbox"/> Water survival<input type="checkbox"/> Rappelling & climbing	Adult Leadership <ul style="list-style-type: none"><input type="checkbox"/> Adult-to-student ratios<input type="checkbox"/> CPP compliance<input type="checkbox"/> CPFT category assignments<input type="checkbox"/> Cadets with limitations<input type="checkbox"/> Senior member work tempo (older seniors)<input type="checkbox"/> Staff work/rest (cadre and senior staff)

Chapter Six: Training Environment

6.1 Introduction

The term training environment is the setting (both physical and cultural) where learning and skill development occur. It encompasses the space, structure, goals, tools, resources, curriculum, expectations, and culture. To better define this environment, the encampment will be described in phases. A “phase” is a set of expectations, standards, tone, and training techniques that are grouped together according to the way in which they will be presented to the flight. The sequencing of the phases and the instruction within each phase is intentional, ensuring cadets at encampment have the tools they need to have a successful encampment experience. Encampment is comprised of four phases.

6.2 Phase I “Introduction” Phase

a. Purpose

During Phase I, the encampment presents cadets with expectations and an overview of the challenges they will be facing. Cadets need to learn what those challenges entail, and second, each cadet personally commits to those challenges via the Honor Agreement (Lesson C1). Such an approach teaches that attitude and effort are important keys to success.

b. Timing

Phase I begins on day one with cadets arriving at the encampment facility and concludes upon their signing the honor agreement (Lesson C1).

c. Staff Attitude and Intensity

All staff, both cadre and senior staff, should maintain a welcoming attitude during this phase. While cadets (and often parents/guardians) will need guidance through the various processes for student in-processing, this can be done with low intensity.

d. Key Components

This phase includes in-processing, luggage and contraband check, parent orientation, goodbyes, the honor agreement (Lesson C1), and the welcome briefing.

A key component of this phase is to ensure that the cadets learn that they do not advance through encampment on their own but have leaders and teammates who will help them succeed. The Welcome Briefing should take place during this phase so the students are introduced to the senior staff and cadre who will support them throughout encampment.

Responsible adult leadership requires that the senior staff develop a good rapport with cadets’ parents/guardians and reassure them that the encampment experience will be safe, positive, and fun. It is worth noting that while parents/guardians know the local CAP leaders, the encampment senior staff may be total strangers to them. Therefore, a good Phase I program will include a parents’ orientation.

While there is nothing secret about encampment, one of the goals of any overnight youth camp is to help the participants to develop a sense of independence and self-confidence. As such, an important—but often unspoken leadership responsibility is for senior staff to thoughtfully and

tactfully send the parents on their way at the end of the parents' orientation. An overnight camper in any youth program cannot develop independence and self-confidence while tethered to their parent/guardian.

6.3 Phase II "Team Formation" Phase

a. Purpose

This phase is called the "team formation" phase because the students invariably enter it as a set of individuals struggling to succeed in the intensive military-like cadet environment, and then, as a result of carefully structured experiences they progressively develop self-confidence and a team-oriented perspective, forming a single unit.

a. Timing

From the time they sign the Honor Agreement on day one until about 48 hours later. However, Phase II does not end abruptly, instead it gradually tapers as elements of Phase III are introduced. While the regimented aspects of daily life continue throughout the encampment, the emphasis shifts over time, allowing cadets to transition smoothly rather than experience a sudden change between phases.

c. Staff Attitude and Intensity

Phase II's instructional content emphasizes the military-like or regimented aspects of the Cadet Program. CAP chooses to use a regimented, Air Force model of instruction because its Air Force affiliation is part of CAP's core identity, and because the military-style environment is a tremendous draw and motivator for the youth who enroll in the Cadet Program.

However, it is critical in this phase to monitor appropriate usage of intensity. **Students cannot learn if they are being yelled at instead of being instructed.** Students have a lot to learn about the encampment environment and need time to think and process. The best method is to employ the "teach, inspect, correct, inspect" method as described in 2.2f allowing the cadets to try and fail and then try again with hopeful improvement. **This is a key area to cover with cadre and TOs during staff training and even practiced in a rehearsal.**

This is the phase most prone to intensity issues. **Although it is covered in RST, cadre and senior staff should be extra mindful of the behaviors described in the [intensity watch out list](#) CAPV 60-111.** A review may be needed, especially with new cadre prior to commencing this phase.

d. Key Components

Encampment is an "an immersion into the full challenges and opportunities of cadet life" (see 1.1b). While the students have experienced the Cadet Program in their home units, the scope of that experience is typically a limited one, whereas encampment is CAP's opportunity to highlight the full breadth of its program to the cadets. Therefore, when Phase II commences upon the students signing their honor agreements, they will begin learning to be fully cadets.

High standards of appearance and proper wear of the uniform, habitual rendering of customs and courtesies, precision in drill and ceremonies, and teamwork to attain excellence in dormitory skills, are the main instructional points in this phase.

The flight commander and flight sergeant, supervised and mentored by the training officer, are the primary instructors during this phase. They provide most of the classroom, dormitory, and drill field instruction. They communicate the performance standards and provide feedback to the flight.

6.4 Phase III “Exploration” Phase

a. Purpose

Possessing a basic degree of self-discipline and a team-oriented attitude, students are ready to enter a new phase where the goals shift from primarily a directive focus to an exploration focus. Moreover, from a simply human standpoint, many cadets begin encampment with uncertainty and a bit of trepidation. As they enter Phase III, something sparks within, making them realize that they are not “doomed to a week of misery” but are having the time of their lives.

a. Timing

As mentioned earlier, Phase III does not begin abruptly. Instead, Phase II gradually transitions to Phase III, as the need for the directive structure of Phase II diminishes. Some flights enter this phase earlier or later than others. When members of the flight have become proficient in encampment skills and developed esprit de corps, Phase III has truly begun.

c. Staff Attitude and Intensity

As mentors, the cadre’s and senior staff’s role during Phase III is to encourage initiative, creativity, and behaviors that demonstrate a team-focused mindset.

The cadre need to carefully modulate the intensity during this phase so that the students will start to take on leadership of their team. Cadre need to provide levels of intensity that keep students alert, challenged, and learning. Intensity levels should always avoid extremes, such as too little yielding boredom or too much resulting in distress or fear. This means moving toward a guiding/mentorship type attitude yet maintaining discipline and customs and courtesies. The Cadet Commander, Commandant, and Training Officers can provide mentorship and support to new cadre who are navigating how to apply appropriate intensity to this phase and environment (class, activity, tour).

The flight staff’s challenge during this phase is to channel the students’ high spirits toward attainment of the encampment goals. Therefore, the cadre should encourage the students’ motivation and energy into tasks such as:

- Completing challenging hands-on projects
- Approaching tours and guest lectures with a newfound seriousness of purpose
- Demonstrating higher levels of precision on the drill field
- Achieving better results from inspections
- Applying the “wingman” concept in practice
- Supporting one another during fitness activities
- Policing one another when momentary instances of misconduct occur

d. Key Components

The students will explore what it is like to be part of a good team. Through personal experience they learn the benefits of teamwork, respect for one another's individual differences, and the virtue of putting service to the team before self. Second, students explore various activities and career opportunities unavailable to ordinary youth such as flying, touring aerospace facilities, interacting with military personnel, learning through hands-on projects, challenging themselves on obstacle courses, etc.

The students' leadership development continues in Phase III, reaching a higher dimension. The goal is for cadets to transition from a team that responds to their superiors' directions (i.e.: the flight staff having to motivate them and foster a sense of unity) to a team that is more self-directed, confident, and resilient. Dormitory life provides a good example. In Phase III, we want to see cadets, on their own initiative, creating "rack-making" teams or "boot-shining" teams, demonstrating independence and creative problem solving. When marching, it is a mark of the flight's success as a team if students begin creating their own cadences or motivational chants to express team pride.

This is also a great time to encourage student leadership by assigning element leaders, assistant element leaders, a guidon bearer, or other flight leadership positions. Make sure to rotate the assignments to allow as many students as possible to gain this experience while still allowing sufficient time to try to practice and even master the concept.

6.5 Phase IV "Empowering" Phase

a. Purpose

The purpose of Phase IV is to empower the students to take what they learned from the encampment experience and channel it into goals for their future in CAP and beyond.

a. Timing

This occurs at the end of the week. Logistical realities govern the timing of Phase IV, but most encampments will allocate the final day before departure and the morning of the final day to this phase.

c. Staff Attitude and Intensity

The cadre have one final opportunity to instill in the students a deep sense of accomplishment. In this phase cadre take on a mentoring/coaching role with their students guiding them through their advisories and final tasks. At this point, the students should be motivating and leading themselves with limited direction but ongoing supervision from the cadre. Cadre should set clear expectations for student behavior at the end-of-week social as the excitement of being in a relaxed environment with their friends can lead to issues with decorum.

d. Key Components

The last phase of training consists of leadership feedback and reflection (individually and as a flight), end of week social (a party or picnic of some kind), the parade, cadet commander's charge, and graduation. The first goal of this phase is for students to reflect on their own experiences while receiving feedback from cadre and adult leaders about their accomplishments. The second goal of this phase is to address what happens next, after the cadets leave encampment and go home.

Cadre will review the encampment's goals, as they were first presented to the students on Day One, and lead the flight in a reflective discussion and debrief of how they came together as a team and succeeded throughout many challenges. The task is for students to create in their minds a link between their self-esteem and a clear knowledge of what they learned. The whole encampment is briefed of opportunities and encouraged to participate in lesson L7. Each student receives personalized leadership feedback from the flight staff and training officer through the advisory program in lessons C6a and C6b. And finally, the cadet commander issues a "charge" to his or her fellow cadets on what challenges face them next in CAP, at school, and in their work in becoming "dynamic Americans and aerospace leaders" in lesson C5.



CIVIL AIR PATROL
CADET PROGRAMS

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