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WELCOME & OVERVIEW
Seminar A1 Lesson Plan

Scope: This brief seminar introduces students to the TLC program. Students learn about the TLC course goals, the course schedule, how seminars will be conducted, and other administrative issues. With the help of a survey, students describe their personal goals in attending TLC, thereby helping the instructors tailor the course to the audiences’ needs. The seminar concludes with the students introducing one another to the group.

Format: Briefing / Informal Lecture

Duration: 30 minutes (10 minutes to introduce course, and 1 minute per student to introduce themselves).

Objectives:
1. Describe the goals of the TLC program.
2. Describe the format and ground rules of TLC seminars.
3. Meet fellow students and staff.

Resources: TLC Course Goals (hand-out); Schedule (customized by the host unit)

STARTING POINT
*Introduce yourself and welcome everyone to TLC.*

ATTENTION & MOTIVATION
CADETS NEED LEADERS. Our cadets are proud to wear their uniform, and they work incredibly hard to develop their potential, but a 12-year old cadet basic cannot develop into one of tomorrow’s aerospace leaders without adult guidance. The cadets know this. In survey after survey, cadets have said that senior member leadership is the number one factor in making their CAP experience worthwhile. Your participation in TLC is important to them. On behalf of the cadets, thank you for volunteering your time to attend TLC.
MAIN POINT #1
TLC’S GOALS OFFER SOMETHING FOR EVERYONE

TLC Goals. As indicated on the slide and on the “TLC Course Goals” hand-out, this course is aimed at the seniors who lead cadets and manage Cadet Programs at the squadron level. If you’re new to working with cadets, TLC is a great way to gain practical tips on how to get your squadron going. If you’re an experienced leader of cadets, you are sure to take more than a few ideas home with you through our group discussions.

Blocks of Instruction. How will we reach our primary goal? TLC is organized around three main blocks of instruction. [Again, refer to the “TLC Goals” handout]

Foundations Block: Some of these lessons are on-line, but we will also take time today to discuss what the Cadet Program aims to achieve for our cadets and for America.

Leadership Block: Being a mentor to a young person is both rewarding and challenging. In CAP, our cadets range from 12 to 20, so our squadrons operate as one-room schoolhouses, and therefore our senior members need to know how to reach a diverse group of early adolescents and college-age young adults. During this block, we’ll consider some of the leadership principles and methods involved in being an effective leader of cadets.

Management Block: During this block, we’ll explore some of the main rules and regulations that guide us in implementing a cadet program. This block will have a practical focus, as we’ll discuss good ways to plan weekly meetings and weekend activities.

Schedule.
Distribute a hard-copy schedule and review it with the students.

TRANSITION
Within each of the blocks of instruction are a number of seminars, which is what we’ll look at next.
MAIN POINT #2
SEMINARS WILL PROMOTE DISCUSSION & THE SHARING OF BEST PRACTICES

Seminar Goals. We will cover a lot of ground during our two days together, but it would be impossible for TLC to be the final word on Cadet Programs. During the informal lecture portions of seminars, the instructors will focus on the most important policies and procedures. We will spend the majority of our time discussing those concepts and sharing best practices.

Venue & Audience. To make those discussions meaningful, we are conducting TLC at the (group / wing) level in the hope that by having a number of squadrons represented, the discussion will be that much more diverse and lively.

TLC is not the Final Word on Cadet Programs. Again, we have an ambitious course planned for you, but TLC is only a starting point for learning how to make a cadet or composite squadron flourish. For example, if you are an expert on CAP personnel policies, please do not feel we are slighting your area by focusing only on the fundamental cadet-related issues, and not going into depth about, say, the membership termination appeals process, or who is appointed to the MARB. Our emphasis will be on Cadet Program fundamentals, as they relate to the typical squadron.

Student Handouts. If you would like a tool to help you follow along with the discussion and take notes, use the student “note-takers.”

TRANSITION
Specifically, here is how we would like to see the seminars proceed:
MAIN POINT #3
SEMINARS ARE A TIME FOR COLLEGIALITY

Course Attitudes. We would like seminars to be marked by collegiality. By that, I mean please volunteer your ideas, and with an open mind, listen carefully to the ideas of others. The discussions are opportunities for you to compare your squadron’s practices with what everyone else is doing, and unapologetically “steal” their best practices.

Administrative Notes,
Announce local information, as needed.

TRANSITION
We all know about the goals and format of TLC. Next, let’s get to know one another.
MAIN POINT #4
LET'S GET ACQUAINTED

Ask each student to introduce themselves. One minute for each student.

CONCLUSION

Does anyone have any questions about our goals or plans for TLC?
Answer questions as they come up.

We’re off to a good start. We all know each other, and everyone is motivated to learn something new about leading cadets and managing the Cadet Program. We’ll take a brief coffee break and then begin TLC in earnest.
STRATEGIC OVERVIEW OF THE CADET PROGRAM
Seminar F3  Lesson Plan

Scope: During this seminar, students will investigate how cadets perceive their own cadet experience, and what CAP means to them. Second, students will discuss what outcomes the Cadet Program achieves for America and the cadets themselves.

Format: Guided Discussion

Duration: 30 minutes

Objectives: 1. Describe how cadets perceive the Cadet Program and what CAP means to them. 2. Describe the outcomes the Cadet Program achieves for America and the cadets themselves.

Resources: CAPP 52, *Investing in America’s Youth*

STARTING POINT
*Introduce yourself and state the seminar’s topic.*

INTRODUCTION & OVERVIEW

This seminar takes a strategic look at the Cadet Program. By that, I mean we will focus on the outcomes of the cadet program, not on the nuts and bolts of how the program is administered. We’ll do this by considering two perspectives. First, we’ll imagine what the Cadet Program is like from the vantage point of a cadet. Second, we’ll consider what the Cadet Program achieves in the long-term for America and the cadets themselves.

Pictured here of course is Nicole Malachowski, the first female to fly with the USAF Thunderbirds. She credits her time as a CAP cadet with helping her achieve her dream.

It’s important that we begin TLC with these discussions because as leaders of cadets, we need to focus our squadrons, fellow senior members, and cadets on the big picture and the long-term benefits cadets receive from their CAP membership.
MAIN POINT #1
CADETS’ PERSPECTIVES

Take a moment and imagine what it is like to be a cadet. What does the Cadet Program mean to you if you are 14 years old? As a young person, what do you think you are getting out of your cadet experience?

[Divide the whiteboard into two columns. Label one column, “Cadets’ Perspectives.” Within this column list the students’ responses to the question above. The second column is for Main Point #2.]

Anticipated Responses:
Wearing the uniform
Flying
Contributing to life-saving missions
Being in charge & learning to lead
Interacting with Air Force people
Making new friends
Working toward an Academy appointment or military career
Being unique by joining a group that is unlike sports teams or clubs
Being a cadet, not a kid

Points of Emphasis:
1. Cadets take their program seriously and want cadet life to be challenging. They’re cadets, not kids.
2. For most cadets, “long range” thinking takes them just a few weeks into the future.

TRANSITION
We’ve discussed what cadets think being a cadet is all about. But, now let’s take a different perspective and consider the Cadet Program from our vantage point as adults.
MAIN POINT #2
LONG-TERM OUTCOMES OF BEING A CADET

Now imagine yourself as a cadet’s parent, their school principal, the mayor, or even the President. From that perspective, what do you believe the long-term benefits and outcomes of the Cadet Program are? What does the Cadet Program do for the cadets, their community and America?

[Label the second column on your whiteboard, “Long-Term Outcomes.” List the students’ responses to the question above in this column.]

Anticipated Responses:
Develop leadership skills           Inspire a love of aviation & space
Develop responsible citizens       Introduce youth to aerospace careers
Develop character                   Produce tomorrow’s aerospace professionals
Motivate youth for academic success Promote fitness and healthy lifestyles

[Refer students to the “Investing in America’s Youth” pamphlet. Read aloud some of the “outcomes” sections and quotes. Make connections between that text and the students’ responses.]

Are these two columns identical? Similar? Different? How?

Anticipated Responses: Cadets focus on the immediate benefits of the Cadet Program. Adults see how the Cadet Program will benefit the cadets in 5, 10, and 20 years.

What does the difference between these two columns mean for you as a leader?

Anticipated Responses: Cadets need mentors to help them see the big picture. Cadets may get caught-up in the moment – focusing too much on ribbons, staff assignments, technicalities, etc., -- so it is up to senior members to keep cadets and the unit as a whole focused on the mission.

TRANSITION
Let’s summarize our discussion, and see how it will relate to the remainder of our TLC activities.
Succeeding Nicole Malachowski as the second female to fly with the Thunderbirds is another former CAP cadet, Samantha Weeks. Today's cadets are indeed tomorrow’s aerospace leaders.

From our discussions, we've realized that cadets focus on the immediate benefits of the cadet program. They enjoy gaining new responsibilities and earning awards quickly. That is fine, because by being active in the Cadet Program, they will develop into the responsible adults we want them to become.

As leaders of cadets, our role is to take the long view. We are the adults in the program. It is our responsibility to ensure cadet activities fulfill meaningful objectives that bring cadets one step closer to becoming better citizens and leaders.
ADOLESCENT DEVELOPMENT
Seminar L2 Lesson Plan

Scope: During this seminar, students will discuss the stages of psychological development affecting cadets. They will also consider four learning styles and principles of student-centered education as they discuss ways to tailor their mentoring and teaching methods to match cadets' needs as individuals. The seminar's introduction to psychology and educational theory builds a foundation for the “Leading Indirectly” seminar.

Format: Guided Discussion

Duration: 50 minutes

Objectives: 1. Describe the characteristics of early, middle, and late adolescence.
2. Identify and discuss the four modalities of learning.
3. Describe principles of student-centered education as it is applied in the Cadet Program.

Resources: Student-centered education hand-out (an annotated instructor’s version and a student version are available)

STARTING POINT
Introduce yourself and state the seminar’s topic.

INTRODUCTION
Have the students take out a sheet of paper. Let’s play a quick word-association game. I’ll give you a word and you will have 10 seconds to write down as many words that come to mind based upon the word that I give. Ready? “Teacher.” “Student.” “Learning.”

Have some students briefly share what they wrote. For most of us, we are readily able to come up with word associations for “Teacher” and “Student,” but most of us probably paused a little longer when we tried to think of word associations for “Learning.”

OVERVIEW
See slide.
**MAIN POINT #1**

CAP CADETS INCLUDE EARLY, MIDDLE, & LATE ADOLESCENTS

[Guided Discussion. Divide the class into small groups. Give each group 3 minutes to consider their experiences as parents and/or seniors as they list developmental characteristics for the three age groups shown on the slide. Where are kids in these age ranges in their intellectual development? Where are they psychologically? Biologically? Socially? What motivates them? What worries them? Divide the whiteboard into three columns (one for each age group listed on the slide), and make a running list of the students’ responses. Keep in mind that the slide and narrative below are not meant to be absolutely definitive – we all know cadets who are “12 going on 20,” or “20 but act like they are 12.”]

**MINI-TRANSITION**

It looks like many of you know youth. You have even pointed out some developmental stages that our youth go through. I want to highlight just a few key developmental stages to help further guide our discussion.

**COGNITIVE DEVELOPMENT**

[Advance the slide so that “concrete thinkers, abstract thinkers & critical thinkers appears.”]

**Concrete Thinkers:** You have concrete thinkers. An example of concrete thought would be a simple math problem (2+2=?). Most pre-teens won’t know that there may be alternate solutions; the answer is simply, “4.”

Another example would be “Take out the trash.” Most 12 year olds know that Dad means that I must take out the trash - pretty concrete.

**Abstract Thinkers:** You also have abstract thinkers. A mathematical example would be algebra (3x + 4 = 8; what is x?). There is an unknown variable added to the thought. In the trash example, the 15 year old may be thinking, “Dad said that I had to take out the trash, but he didn’t say when” – this age group tends to add unknown variables, like time.

**Critical Thinkers.** You also have critical thinkers. Our math example this time would be calculus, where it is nothing but variables! For example, think of calculus. Students who have reached this level of cognition are able to translate unknown variables into possible solutions. In our taking out the trash example, a 19-year-old part-time college student still living at home may be thinking, “Bummer. Dad told me to take out the trash, but I’m waiting for a call, watching TV, listening to my latest MP3 file, and getting ready to go out to the mall with my friends. I wonder what I need to do to get out of taking out the trash?” This age group tends to see the solution as a part of the person’s interactions.

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1 Most preteens do not know mathematical systems other than Base 10. In other systems, the answer could be different.

2 x = 1 1/3, but that is not important to the discussion.
PHYSIOLOGICAL DEVELOPMENT

[Advance the slide so that “body changes, independence, and adulthood” appears.]

Another way that youth learn is through their physiological changes.

For the 12 - 13 age group, many of these youth are experiencing key body changes (voice changes, puberty, etc.) [Write, “Body Changes,” under this age block on the board]. Most youth at this stage are aware of their differences yet many have not yet developed the maturity to handle such differences socially. Performing physical tasks at this age may be awkward as the body changes rapidly.

For the 14 - 16 age group, many of these youth are in true adolescence, complete with the hormonal and mood shifts that this age brings [Write the word, “Adolescence,” on the board for this age group]. Most in this age group will have experienced some romantic involvement or desire and are developing their internal sense of identity. Peer influence may influence youth performing physical tasks at this age, as awkwardness reemerges.

For the 17 - 20 age group, most youth at this age are treated as young adults, able to enter into contracts on their own, to marry, and to fight in war [Write the word, “Young Adults,” on the board for this age group]. This emergence into adulthood helps to solidify their personal identities and the path that they will follow for some years to come. This age group typically performs physical tasks readily, even to the point of ignoring their physical limitations.

AFFECTIVE DEVELOPMENT

[Advance the slide so that the line with the three “fears” appears.]

A third way that youth learn is through their feelings.

For the 12 - 13 age group, many lack the skills and experiences to answer complex questions. As a result, most in this group fear not knowing, yet are eager to learn [write “Not Knowing” on the board for this age group]. This age group is learning how to respond to the world around them.

For the 14 - 16 age group, most are seeking meaningful relationships. As a result, most in this group fear not relating, but are willing to risk being hurt [write “Not Relating” on the board for this age group]. This age group is learning how to value the world around them.

For the 17 - 20 age group, many are looking towards the future. As a result, some in this group may fear not reaching their goals [write “Not Reaching Goals” on the board]. This age group is learning how to bring together different values.

Our discussion so far has shown that CAP cadets span the full range of adolescence. What are some of the practical ramifications of that fact?

Anticipated Responses: Everyone is an individual; as you lead, teach, and mentor cadets, you need to be flexible in your style or approach; recognize that because cadets develop at their own pace, some will struggle with some aspects of CAP (ie: a new 14 year old may worry about fitting-in).
Most squadrons will be comprised of cadets of various ages – middle schoolers, high schoolers, and college students. Is that necessarily bad? As a leader, is there anything you can do to capitalize on the diversity of cadets’ ages in your unit?

**Anticipated Responses:** Use older cadets as role models for younger cadets; when cadets serve as role models, they hold themselves to a higher standard; older cadets can train younger cadets; as trainers / instructors, older cadets will solidify their understanding of the subject matter; etc.

**TRANSITION**

Just as every cadet is different and is at different stages in their cognitive, physiological, and affective development, every cadet will approach learning in their own way. We’ll consider learning styles next.
There are many theories about how people learn. Today we’ll focus on what educators call the “4 modalities of learning.” Simply put, this well-known theory says there are four basic learning styles: visual, auditory, kinesthetic, and tactile.

**VISUAL.** If someone says they are a “visual” learner, what does that mean? If you’re their instructor, what would be some good ways to reach them?

*Anticipated Responses:* They learn by seeing; they like to study diagrams and look at pictures; they like to put a face to a name; they prefer see an example of the object, vs. talking about it in the abstract; they may dread lectures; needs to “see” what is expected of them; etc.

*Can you think of anything in CAP that appeals to the visual learner?*

*Sample Response:* The *CAP Model Rocketry Book* uses photos to show how to build rockets step-by-step.

**AUDITORY.** If someone says they are an “auditory” learner, what does that mean? If you’re their instructor, what would be some good ways to reach them?

*Anticipated Responses:* They learn best by listening; they enjoy listening to group discussions, stories, and personal anecdotes; in math class, they may have enjoyed hearing the multiplication tables recited aloud; they like to give and receive instructions orally; they solve problems best by talking about them; may have an advanced vocabulary; etc.

*Can you think of anything in CAP that appeals to the visual learner?*

*Sample Response:* *Flight Time: Values for Living* has cadets work through case studies via guided discussion.
KINESTHETIC. This term comes from an ancient Greek word meaning “to move.” If someone is a “kinesthetic” learner, what does that mean? If you’re their instructor, what would be some good ways to reach them?

Anticipated Responses: They learn best when they can move around and be active; they find games and role-playing good ways to learn; they prefer lots of opportunities for interaction, and do not find the learning environment effective when they are made to sit still and remain quiet.

Can you think of anything in CAP that appeals to the visual learner?

Sample Response: Drill and ceremonies; obstacle courses

TACTILE. This term comes from a Latin word meaning “to touch.” If someone is a “tactile” learner, what does that mean? If you’re their instructor, what would be some good ways to reach them?

Anticipated Responses: They learn best by touching; they like to take things apart and put them back together; they learn best by doing; they like to physically interact with their subject matter, by labeling diagrams while reading, or using their fingers to count, for example; etc.

Can you think of anything in CAP that appeals to the tactile learner?

Sample Response: Hands-on projects in the AEX program

We’ve discussed each of the four types of learning styles, and demonstrated that everyone has their own preferences when it comes to learning. What does this mean for you as a leader of cadets?

Anticipated Responses: Everyone is an individual; as you lead, teach, and mentor cadets, you need to be flexible in your style or approach; in planning meetings and special activities, try to offer something for everyone; recognize that if you fill your meetings with lectures, most cadets will be bored and will not gain anything; etc.

TRANSITION
A common theme in our discussions has been that cadets develop at their own pace and learn in their own way. It’s important for us to understand that as mentors and leaders. But although the Cadet Program is educational, it is not meant to be school. Next we’ll consider how we can help develop cadets without making them feel like their squadron is a boring extension of “first period algebra.”
**MAIN POINT #3**

**THE BEST CADET UNITS USE STUDENT-CENTERED EDUCATIONAL APPROACHES**
[ Guided Discussion ]

CAP is an extra-curricular activity, something that should be apart from cadets’ formal education, yet compliment it. Cadets say that one aspect of the Cadet Program that really excites them is their having an opportunity to lead the unit, make decisions, and exercise some authority. Educational theorists call such an environment “student-centered.”

**Principles of Student-Centered Education**
The most important characteristic of student-centered (or cadet-centered) education is that the students (cadets) learn by doing. They must be active participants in the educational process, not passive receivers. To make such an environment work, the students (cadets) need to have a stake in their learning, and be allowed to make some decisions about their own learning.

**What does that really mean?** [Allow time for students to add their own insights.]

**Clarifications.** Before we take a closer look at how student-centered education relates to the typical CAP squadron, I want to clarify by briefly explaining what I am not talking about. Student-centered education is not:

*Subject-centered education:* If a teacher says the goal of this class is to get you through *Hamlet*, that’s a subject-centered education.

*Task-centered training:* If your trainer says today’s goal is to train you how to change a flat tire by following 6-steps in sequence, that’s task-centered training.

*Hand-out.* Please refer to the hand-out about student-centered education. In the left column, some educational researchers have described the characteristics of student-centered education. Let’s see how those characteristics relate to the CAP Cadet Program by taking them one by one.

[ Discuss each characteristic one at a time; refer to the annotated version of the “student-centered education” hand-out for guidance. ]

For the visual learners in our audience, take a look at the photo on this slide what do you see? Look closely and you can learn a lot about student-centered education and what cadets love about the Cadet Program.

**Anticipated Responses:** Cadets are learning how to use a litter. An activity like this involves lots of active, hands-on learning (vs. lectures). By strapping-in their senior leader, the cadets are metaphorically taking charge. Of course, the senior is still “in charge” legally and certainly will continue to be the cadets’ adult mentor, but as this photo illustrates, in the Cadet Program, cadets learn to lead by leading.
Principles of
Student-Centered Education

1. Learning is most meaningful when topics are relevant to the students’ lives, needs, and interests . . .

2. . . . and when the students themselves are actively engaged in creating, understanding, and connecting to knowledge.

3. Students will have a higher motivation to learn when they feel they have a real stake in their own learning.

4. Instead of the teacher being the sole, infallible source of information, then, the teacher shares control of the classroom and . . .

5. . . . students are allowed to explore, experiment, and discover on their own.

6. Essentially, learners are treated as co-creators in the learning process, as individuals with ideas and issues that deserve attention and consideration.

How the Cadet Program Applies
Student-Centered Principles

1. Cadets join CAP because they want to fly, learn about the military, or for similar reasons.

2. Cadets learn by doing. They learn about aviation by flying in CAP aircraft. They learn to lead by serving on a cadet staff.

3. Cadets are eager to advance so they can earn promotions, ribbons, and awards, and qualify for prestigious staff positions.

4. Ranking cadets instruct, train, an mentor junior cadets, under the guidance of a senior.

5. Cadets have opportunities to participate in special activities, but are not required to do so. There’s something for everyone in the Cadet Program.

6. The cadet staff has a say in the goals the squadron sets. They help plan and implement cadet activities, under senior guidance.
SUMMARY & CONCLUSION

See slide.

FINAL THOUGHT

It may take years to see the results, but with your help, the Cadet Program does develop teens into leaders.
LEADING INDIRECTLY
Seminar L3 Lesson Plan

Scope: If cadets are to become leaders, the senior members who guide them must take a leadership approach that nurtures the cadets’ potential. During this seminar, students will discuss what it means to lead indirectly, and discuss practical methods for coaching and mentoring cadets. Through the use of case studies, students will apply principles of indirect leadership to common leadership challenges at the squadron level.

Format: Guided Discussion with Case Studies

Duration: 50 minutes

Objectives:
1. Define “indirect leadership.”
2. Discuss ways to lead cadets indirectly.
3. Apply principles of indirect leadership to case studies.
4. Justify the use of indirect leadership methods to develop cadets’ potential.

Resources: Case studies

STARTING POINT
*Introduce yourself and state the seminar’s topic.*

[Image: "Leaders don’t create followers, they create more leaders.

INTRODUCTION
[ Rhetorical Question ]
“Leaders don’t create followers, they create more leaders.” How do you take a young cadet who can barely follow directions and transform them into a mature, confident leader?

OVERVIEW
*See slide.*
MAIN POINT #1
INDIRECT LEADERSHIP FOCUSES ON DEVELOPING CADETS’ POTENTIAL TO LEAD

Let’s begin by defining our term. What is “indirect leadership”? What does it mean for a senior member to lead cadets indirectly?

[ List student’s responses on the white board. If possible, do not erase the responses until the seminar concludes. ]

Anticipated Responses:
Helping cadets think critically; coaching and mentoring; defining the job, but not prescribing the solution; leading by getting others to lead; allowing cadets to have some authority and be “in charge”; “high relationship” behavior in terms of situational leadership; supporting the cadet’s risk-taking; encouraging and supporting them in making decisions; effective delegation; etc.

The common thread in our discussion is that in the Cadet Program, we like to use indirect leadership because those methods match-up with our goal of developing cadets’ potential to become leaders themselves.

TRANSITION
Using the attributes on the whiteboard as our informal, working definition, let’s get practical and discuss some methods of indirect leadership.
MAIN POINT #2
USE INDIRECT LEADERSHIP METHODS EVERY STAGE OF THE PROJECT

As senior members, what are some practical ways to lead cadets indirectly and develop their potential? That’s a big question that we can take in several directions, so let’s consider that topic in the three bite-size questions listed on the slide: [ Make 3-columns on the white board, and list student’s responses to each of the 3 questions below under the appropriate column. ]

When getting cadets started on a new project or assigning them to a new staff position, what are some good methods of indirect leadership?
Anticipated Responses: Give “mission-type orders” that define the goals, but do not prescribe how to do the job; show the relationship between the cadet’s assignment and other projects and the unit’s overall mission; lead the cadet in a discussion of what some of the factors surrounding the project’s main issues; discuss the criteria for “success”; make clear what authority they have and who they report to; let cadets know what resources are available to them; discuss timelines and deadlines; etc.

In the midst of the project, the cadet might stumble or lose focus. How do you adjust the cadet’s leadership to keep them on track?
Anticipated Responses: Ask a lot of questions; have the cadet restate his objectives; have the cadet explain how his leadership behavior is bringing the group toward the objective; ask the cadet to identify some of the ideas he considered but rejected, and explain why; ask the cadet what resources are available to him; ask the cadet to describe what is going well, and what is not going as planned; for every response from the cadet, ask “why?”; emphasize the positive; etc.

The end of any project or staff assignment is a good time to take stock in what went well and what didn’t go as planned. What types of indirect leadership techniques can you suggest in debriefing cadets and helping them learn from their mistakes?
Anticipated Responses: Ask them to describe what went well, and what could be improved; have the cadet evaluate their success against the objectives and criteria; have other cadets offer feedback, versus having the debrief be strictly senior to cadet; emphasize the positive; if there were failures, ask the cadet what they learned from the experience and help them not repeat the mistake; etc.

TRANSITION
This discussion has generated lots of great practical methods for leading cadets indirectly. Next, let’s carry this conversation over to some case studies.
MAIN POINT #3
CASE STUDIES

[Refer students to the case studies hand-out. Divide the class into groups of 2-4 students and assign each group 1 or 2 case studies, depending on the time remaining in the seminar (you probably won’t have time to discuss all 6 case studies). Allow the students to spend 10 minutes discussing the cases. Re-form the class and have a representative of each group summarize their case, identify the problem, and describe their solution.

Anticipated Responses:
[ The major issues of each case are listed below. Each group’s solution should at least recognize these issues and attempt to address them by applying indirect leadership principles. If it is apparent that the group did not consider the major issues listed below, consider using those issues as follow-up questions. (IE: “Did you consider …?”)

1. Newcomer Becomes Cadet Commander
   a. Liz needs help getting started as the new cadet commander, and Alex will need help staying focused and overcoming his disappointment.
   b. Do you meet with Alex? How do you break the news to him?
   c. In getting Liz started as cadet commander, do you offer her any advice in getting off to a good start with Alex as her deputy?

2. New Cadet Officer Leads Bivouac
   a. The senior staff needs to guide Nate in correcting his behavior so that he leads by example.
   b. The group should wonder why Nate is acting cocky, but not jump to conclusions. Is Nate’s cockiness a character flaw, or is he unaware how to set a good example as a cadet officer?
   c. What types of indirect leadership methods can guide Nate into leading by example and getting his staff to abandon their cocky attitudes as well?

3. Lackluster Cadet Aims for Academy
   a. Aaron’s outward attitude and behavior do not match his ambitions.
   b. Is Aaron aware that his attitude and behavior are lackluster? Have the leaders made clear their expectations of cadets, especially those aiming for the Academy?
   c. Does Aaron see how CAP experience can help him achieve his goal?
   d. Are there any outstanding cadets who could mentor Aaron?]
4. **Outstanding Cadet is Never Satisfied**
   a. Ryan is a high-achiever who is overly critical of himself. If you remove him as cadet commander, he will take that news very hard.
   b. Do you let Ryan's personality influence your decision about whether it is time another cadet served as cadet commander?
   c. How do you break the news to Ryan, if you do replace him?
   d. Is Ryan aware that others think he is an outstanding cadet, but is hyper-critical of himself? Does he think he is that awful?

5. **NCO Tries to Coach Cadets in Drill**
   a. TSgt Flanders’ motives seem pure, but apparently he lacks finesse in correcting cadets and is heavy-handed in his intervention.
   b. How do you describe the role of senior members to him?
   c. How can TSgt Flanders’ enthusiasm and expertise be channeled in the right direction?

6. **Young Cadet Officer Takes Charge**
   a. Philip took too much initiative during the brief time he was put in charge of the flight, and used an unnecessarily authoritarian leadership style when correcting the cadets.
   b. You don't want to correct Philip in public, but you don't support his actions. Do you reverse Philip by telling the cadets they do not have to write the essay? How do you respond?
   c. How do you teach Philip not to overstep his bounds, without having him think that all forms of initiative are inappropriate?

**TRANSITION**
These case studies are not unrealistic, they represent the types of leadership challenges you'll face every week in CAP. Judging by how you handled the case studies, it seems that if you keep your cool, ask the right questions, and try to lead cadets indirectly, you'll overcome those leadership challenges every time. Let's wrap-up this seminar by briefly identifying some conclusions we can draw from our discussions.
CONCLUSIONS

See slide.
Leading Indirectly - Case Studies

1. Newcomer Becomes Cadet Commander.
“Liz” is a 17-year old C/1st Lt who moved to your town two months ago. She’s bright, mature, and a graduate of Cadet Officer School. Your current cadet commander is about to leave for college, and after careful consideration, you think that Liz is the best cadet to take over. She’ll probably serve in the top slot for a year before moving on to college herself. However, the current cadet deputy commander, Alex, a 15-year old C/2nd Lt, is very ambitious. Before Liz suddenly arrived, Alex had assumed he would move up to the top position. No doubt, Alex will be crushed by your decision, and may even resent Liz, a newcomer who barely out-ranks him.

► What guidance do you give Liz when you offer her the position of cadet commander?

2. New Cadet Officer Leads Bivouac
“Nate,” a new cadet officer, is a ground team expert. Now that he has earned his Mitchell, you decide to let Nate lead a bivouac/field training exercise. You had him brief you on his plans, and were impressed by his attention to detail. He had your confidence. But now, it’s just after dinner on the first of three days in the field. So far, you’re disappointed in Nate’s leadership. You observed that when the junior cadets arrived at the bivouac, Nate and his staff stood around the fire socializing, instead of helping the airmen make camp. In teaching the cadets how to tie basic knots, Nate is cocky. The NCOs on his staff are becoming cocky, too. You overhear the cadet staff talking about how they should be authorized “boonie” hats as a perk for being on staff.

► How do you approach Nate about his conduct as a leader?

3. Lackluster Cadet Aims for Academy
“Aaron” is a cadet in your squadron. He is 16 years old, and has earned two stripes in as many years, despite your making some attempts to encourage him to progress. From reading the local newspaper, you know that Aaron is on the honor roll every term. Although he attends nearly every squadron activity, his hair is always too long, his uniform never pressed, and he does not seem to have any close friends. As you see him slouching in formation, you wonder why he even bothers to participate — his heart doesn’t seem to be in it. Even more puzzling, his family and his fellow cadets say that he absolutely wants to attend the USAF Academy and fly fighters — apparently, he mentions it all the time.

► What will you do to help Aaron achieve that goal?

4. Outstanding Cadet is Never Satisfied
“Ryan” is the top cadet in your wing. He’s a 17-year old C/Lt Col, cadet commander, CAC chair. He’s popular and respected. Nevertheless, Ryan is very critical of himself. He’s the fastest runner on the drill team, but can never run fast enough to his liking. He earns A-minuses in school, and that frustrates him, too. Trying to win the speech competition, he practiced for hours and hours. But, on the day of the competition, his speech ran 8 seconds over the time limit, so he stormed out of the room, where he spent 30-minutes sulking in the stairwell, telling all who tried to counsel him, “Leave
me alone, please.” Because Ryan has served as the cadet commander for over a year, you know that it would be best for the unit to move him to a different job and give his deputy, a very good cadet officer, a shot at the top job.

► How will you communicate your decision to Ryan?

5. NCO Tries to Coach Cadets in Drill

“TSgt Flanders” spent twenty years in the Air National Guard. He and his son have joined your CAP squadron. One night, as he watched the cadets practice for an upcoming drill competition, TSgt Flanders ordered the cadet commander to halt the flight, and then proceeded to tell them how they were doing all the movements “wrong.” A non-stop talker, TSgt Flanders’ continued with his impromptu instruction for 20-minutes, eating up the cadets’ practice time. Some say he used profanity a few times, perhaps by accident. A senior member eventually succeeded in “freeing” the cadets to resume their drill, but TSgt Flanders stormed off in a huff and avoided talking with anyone for the rest of the meeting.

► When you see TSgt Flanders at the next meeting, how, if at all, will you approach him about the incident?

6. Young Cadet Officer Takes Charge

A ninth-grader, “Philip” is young for his rank, C/Capt, and serves as your squadron’s cadet deputy commander. You’ve slowed-down his promotions a few times for lack of maturity, but reluctantly signed-off on his Earhart. When asked by someone if he has a girlfriend, Philip replied, “No, freshman girls are too spacey for me, they don’t have goals.” One night, when the cadet commander was absent, Philip admonished the cadets for not meeting his standards in their wear of the uniform, and military courtesy, “People! The regulations are clear on these matters! You must comply or else you will not get promoted. For next week, you each will write a 5-page essay on ’The Importance of Following Regulations.” These events unfold while the senior staff meets in an adjacent room, where you overhear most of Philip’s speech. You leave to see what is going on. Upon seeing you, Philip states, “Sir, I insist that you back me up on this.”

► What do you do?
LEADERSHIP FEEDBACK & MENTORING
Seminar L4  Lesson Plan

Scope: A cadet’s adolescent wisdom will take them only so far. To fulfill their potential for leadership, they need help from adult mentors. This seminar considers how CAP transforms cadets into leaders through mentoring and leadership feedback meetings.

Format: Guided Discussion

Duration: 45 minutes

Objectives: 1. Defend the idea that adult mentors are needed to help transform cadets into leaders 2. Explain why the Cadet Program’s “Leadership Expectations” includes performance goals that gradually become more challenging 3. Summarize the “Leadership Expectations” for each of the Cadet Program’s 4 phases 4. Describe the goals of a leadership feedback meeting and discuss how the CAPF 50 is used to complement the meeting

Resources: CAPP 52-15, Cadet Staff Handbook, (sections 2.6 -2.8); CAPF 50-1 & 50-2; case studies

Note: Students will need copies of the annotated CAPF 50’s found below. Because they are the “answers” to the case studies, they are not included in their student materials.

STARTING POINT
Introduce yourself and state the seminar’s topic.
ATTENTION
You’re 17 and want to become an Air Force officer. You work hard as cadet commander and like discussing leadership issues. Come time for promotion, your commander simply pins-on your new insignia and says congratulations.

You’re 14 and you love CAP. You give it your full effort. Come time for promotion, your commander says you’re “too young.” No further explanation is given. You guess you’ll sit at your current rank indefinitely.

MOTIVATION
In a way, both cadets have lost out. The first was hoping for meaningful feedback. Sure, he’s doing a great job, but he knows he can do even better if only someone offered advice. The second cadet is left wondering what is going on. Chances are he’ll wonder a bit longer, and then quit. As the adult leaders of cadets, you have an opportunity to be mentors who help cadets develop their potential to lead.

OVERVIEW
See slide.
MAIN POINT #1

WHAT IS MENTORING?
[Discussion Questions]

What is a mentor? How do mentors help people?

Anticipated Responses:
A mentor is a close, trusted, personal advisor; mentors help you learn something that you would have learned less well, more slowly, or not at all if left on your own.

In the context of the CAP Cadet Program, is mentoring important? Why?

Anticipated Responses:
Adolescent wisdom takes you only so far; cadets learn more if adults share their experience and wisdom with them.

What are some examples of mentoring, or what are some ways that adults serve as mentors for cadets?

Anticipated Responses:
Can vary greatly; anything involving teaching and setting an example counts.

TRANSITION
In this seminar, we’ll focus on mentoring in the leadership skills arena. The starting point for that type of mentoring is a tool called the “Leadership Expectations” chart. Let’s look at it.
MAIN POINT #2
CADET LEADERSHIP EXPECTATIONS

[Lecture Item]
Refer students to the “Leadership Expectations” chart found in their student materials. Briefly call attention to the following facts about the chart:

1. The far left column lists 7 different facets of leadership (attitude, core values, etc.)
2. The chart lists performance goals in those facets of leadership during each of the four phases of the Cadet Program
3. At the bottom of the chart, the various cadet grades are shown. Also included are suggested job assignments.
4. Properly read, the chart shows that a cadet’s (1) grade (2) job assignment and (3) leadership performance should be connected.

[Discussion Questions]

What purpose do leadership expectations serve? Why does CAP publish such a chart?

Anticipated Responses:
They communicate to the cadet what skills they should be working on during each Phase; they also emphasize the importance of leadership performance (vs. test taking) in earning promotions

Read the chart across one of the rows. Take the “attitude” category for example. Why do the goals ask Phase I cadets to merely display a positive attitude, while Phase II’s goals call for the cadet to encourage a good attitude in others? Why do they gradually become more challenging as cadets advance from Phase I to Phase II and beyond?

Anticipated Response:
As cadets advance, they are expected to display a higher level of leadership
Why is the chart “missing” entries in some sections? Why are there no goals for “delegation skills” listed in Phase I, for example?

**Anticipated Response:**
In the early phases of the program, cadets are focused on low-level leadership skills, not advanced skills like delegation.

If you’re a cadet, how can you use this chart as a tool?

**Anticipated Responses:**
Find out what skills you should be working on; periodically review the goals and take stock in your performance; learn by watching other leaders in action and consider whether their performance matches the chart’s goals.

Likewise, as a senior member, how can this chart become a valuable tool for you?

**Anticipated Responses:**
It’s your main tool for managing the leadership feedback meeting program; by gaining a working knowledge of the goals for each phase, you can be more effective in providing on-the-spot guidance to cadets as you look for teachable moments; the chart gives you some guidelines in determining whether a cadet is ready to take on increased responsibilities that come with a promotion.

**TRANSITION**
Leadership mentoring can take place everyday, in a casual manner. But at least once per phase, cadets are entitled to mentoring that is more in depth through a leadership feedback meeting. We’ll consider that program next.
The cadet regulation calls for squadrons to evaluate each cadet’s leadership performance at least once per phase, or whenever a cadet is retained in grade. Many squadrons choose to emphasize leadership education by conducting leadership feedback meetings (sometimes called boards of review or promotion boards) more often than the regulation requires.

What is CAP trying to accomplish through the leadership feedback meeting program?

**Anticipated Responses:**
It is an opportunity to help cadets refine their leadership skills; it shows the cadet that someone cares about developing their potential to lead; it gives cadets the benefits of a mentor’s experience and wisdom; cadet officers learn too by serving as mentors / evaluators.

What are some core principles that should guide the adults and cadet officers who conduct leadership feedback meetings?

**Anticipated Responses:**
Be Positive: Show you believe in the cadet and want to help; do not try to “get” the cadet.  
Be Constructive: Offer feedback that serves a meaningful purpose; look for teachable moments.  
Be Specific: Provide concrete examples to support your suggestions; avoid generalizations.  
(Reference: CAPP 52-15, p. 22)

The cadet regulation states that feedback meetings are not oral exams. Why is that?

**Anticipated Response:**
Cadets have already passed written tests of their knowledge; feedback meetings are a time to consider leadership performance

[Lecture Item]
*Walk the students through the suggested procedure for conducting a leadership feedback meeting. Point out that the CAPF 50 works hand-in-hand with the “Leadership Expectations” chart in that the form’s performance goals match the goals found on the chart.*  
(Reference: Reverse side of the CAPF 50)

**TRANSITION**
Enough talking about the process, let’s look at some case studies and try role-playing a scenario.
MAIN POINT #4
CASE STUDIES

INSTRUCTOR’S NOTES
1. It is not critical that the students’ CAPF 50s look exactly like the “answers” shown on the annotated CAPF 50s below. What matters most is that the students compare the observations about the cadets’ performance against the performance goals. Also, the students’ should show concern for following a “positive, constructive, and specific” approach in conducting their feedback meeting.

2. Process
   a. Assign half the students the “Kristen” case; the other half the “Dylan” case.
   b. Working independently, allow students 10 minutes to read the case study and complete a CAPF 50 (this is not a group project).
   c. Briefly summarize the “facts” or observations in each case.
   d. Have one student share their completed CAPF 50 and explain how they would handle the feedback meeting. If you like, try role-playing the feedback meeting with one student acting as the cadet and the other acting as the evaluator / mentor.
   e. Invite the rest of the class to share their thoughts about the case.
   f. Distribute and discuss the annotated CAPF 50 for each case, calling attention to key principles about the leadership feedback program.

STUDENTS’ INSTRUCTIONS
Two cadets in your squadron are now eligible for promotion. Listed below are some observations you’ve made about the cadets during the past few weeks. Your task is to evaluate one of the cadets using a CAPF 50 and decide if they are ready for promotion. Complete a CAPF 50 and be prepared to roleplay on how you would want to see the Feedback Meeting handled.
“Kristen”
In-Ranks Cadet
C/AB
15 years old
Joined CAP 1 month ago

1. Kristen’s uniform is clean and well-pressed. You often see her checking her gig line and brushing lint off. Her boots are polished, but not spit-shined anywhere near as well as other cadets’.

2. She says “sir” and “ma’am” all the time.

3. Kristen scored a 76% on the Curry written test. Her flight sergeant wonders if she fully understands how grade insignia works. She gets mixed up between stripes, pips, and diamonds.

4. Upon arriving at the squadron, she hangs up her coat, gets her binder out, checks her uniform, and quietly hangs out near her flight sergeant until it’s time for formation.

5. She was the last cadet to finish the mile run, barely passing with a time of 11:30.

6. During the CPFT, she really cheered on her partner during the push-ups and curl-ups event.

7. On the drill field, she is proficient in facings and flanks. Her flight sergeant told her to fall in into column formation, but she had no clue what that meant.

8. Kristen is incredibly shy. She won’t make conversation with anyone unless they initiate it. No one on the staff believes she has made any friends yet.

9. It’s hard to know if she listens well. She seems to follow directions, but if an officer tells her something, she acts like she’s trying to get away from them as quickly as possible.

10. She signed up to help the squadron support a local airshow. The night before the event, she called her flight sergeant to say she couldn’t attend after all, but she did not give a specific reason for having to back out.

Anticipated Considerations:
- She is clearly making an effort to be a good cadet. Lots of positive observations (#1, 2, 4, 5, 6).
- Her test results (written, CPFT, drill) are on the low-side, but high enough to pass (#3, 5, 7).
- She’s shy and probably afraid of her leaders. That’s something to work on, but is not a disqualifier for promotion (#8, 9).
- She seems very responsible (#10).
“Dylan”
Eligible for C/MSgt
Flight Sergeant
13 years old
Joined CAP 1 year ago

1. Dylan averages a 96% on his achievement tests.

2. Whenever you see him, his uniform looks spectacular. You wonder how many hours he spends shining his boots and shoes.

3. The cadet commander approached Dylan three times to give him tips on transitioning into his new flight sergeant role. Every time, Dylan gave her his complete attention. He listens intently to every single word his leaders say.

4. If there’s a CAP activity, Dylan will be there. He’s obviously very eager to participate in every possible event. Once or twice, he’s asked when he’ll be invited to the staff meetings currently attended by two C/CMSgts and two cadet officers.

5. Dylan’s father says he’s on track to attend the Air Force Academy.

6. One cadet in his flight has an outstanding uniform. But most cadets’ uniforms are OK at best. Knowing this, Dylan often cries, “I expect your uniform to be perfect, people!” He seems to always be looking for uniform infractions on his cadets. The cadet commander remarks that she’s never heard him congratulate cadets for looking sharp in any way.

7. During classes and activities, you’ve noticed Dylan does not fully pay attention. His mind is elsewhere. You ask him about this and he responds, “I need to watch my flight and make sure they’re sitting up straight.”

8. Dylan really drives his cadets. He often threatens them with “demerits” if they fail to meet his expectations in drill and customs and courtesies, even though your unit does not use demerits. You’ve heard him say that he is an NCO, and the airmen he leads need to respect his authority.

9. The other flight sergeant, in contrast, takes extra time to teach her flight how to improve their uniforms and how to perform better in drill. This seems silly to Dylan. “People are either motivated or they’re not,” you hear him say.

10. You were driving the cadets through an economically depressed part of town when you heard Dylan say, “Why don’t poor people just work harder and get jobs that pay more money? My dad makes $275,000 per year.”

Anticipated Considerations:
• Tremendous potential. Seems to have mastered the Phase I expectations (#1 - #5).
• Very status-conscious (#4), and perhaps he flaunts his rank (#8): two signs of immaturity.
• Drives his team, acts bossy, and relies exclusively on heavy-handed tactics (#6, #7, #8).
• Needs to learn leadership is not about authority but the ability to influence in other ways (#9).
• His black and white mind (#8) makes it hard for him to see that the world’s problems are not one-dimensional (#10).
INSTRUCTIONS
To develop their leadership skills, cadets need feedback that is positive, constructive, and specific. This form is a tool toward that end.

INTRODUCTORY GUIDELINES
Evaluate cadets at least once per phase using the CAPF 50 that corresponds with their phase. Many squadrons find it useful to evaluate cadets as they become eligible for promotion. The categories and performance goals listed on this form are derived from the “Leadership Expectations” outlined in CAPR 52-16. If desired, file the completed form in the cadet’s personnel record after providing them with a copy.

EVALUATORS
The evaluator should be a senior member, or a cadet officer working under a senior member’s supervision.

HOW TO COMPLETE THIS FORM
This form focuses on the leadership expectations for a particular phase in the Cadet Program. Before meeting with the cadet, rate the cadet’s performance in each category by putting an “X” in the appropriate box. Under the “Leader’s Perspective” section, include comments to help support the ratings. Comments can be in the form of sentences, phrases, or a simple outline.

GUIDELINES FOR RATING CADETS’ PERFORMANCE
Excellent: Routinely meets all goals; performance sets a great example for fellow cadets
Very Good: Meets most goals most of the time
Satisfactory: Meets most goals; performance may be inconsistent or slightly off, but is acceptable
Needs Improvement: Does not meet most goals; this category requires the cadet’s and leader’s attention

HOW TO PROVIDE CADETS WITH FEEDBACK – SUGGESTED PROCEDURE
1. Meet in a location that offers some privacy, but avoid situations that place a senior and cadet alone together.
2. Have the cadet formally report to the officer(s) who will be providing the feedback.
3. Put the cadet at ease so they may focus on the officers’ constructive comments. If using this form in conjunction with a promotion board, state whether the cadet will be promoted or not. Encourage the cadet to share their own comments and ask questions.
4. Ask the cadet to describe some recent successes they have had in the Cadet Program. Why do they exemplify good leadership? Challenge the cadet to think about their leadership performance.
5. Ask the cadet to describe some leadership skills they are trying to improve. What steps are they taking to improve in these areas? Again, challenge the cadet to think critically and be specific.
6. Review the ratings in the top portion of the form. For each item, provide constructive and positive feedback.
7. Identify some of the cadet’s recent successes. Let the cadet know what they are doing well.
8. Identify 2 or 3 leadership skills that the cadet should focus on. Give specific suggestions on what they should do to improve in those areas, but do not overwhelm them with feedback.
9. Congratulate the cadet for their efforts and encourage them to remain active in CAP. If retaining the cadet in grade, set a date for a subsequent review. Be sure to re-enforce the positive.
10. Dismiss the cadet and return their salute.

FINAL THOUGHT
Remember, this form is a tool for helping cadets improve their leadership skills. Have a positive and optimistic attitude when offering cadets feedback.
LEADERSHIP FEEDBACK
Sample CAPF 50 for “Kristen”

**CADET LEADERSHIP FEEDBACK - PHASE I**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PERFORMANCE</th>
<th>PERCENTAGE</th>
<th>SATISFACTORY</th>
<th>HONORABLE</th>
<th>ENSIGN</th>
<th>EXCELLENT</th>
<th>RECOMMENDATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ATTITUDE</td>
<td>Displays a positive attitude; optimistic; enthusiastic; team-oriented</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[X]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>2. CORE VALUES</td>
<td>Aware of the Core Values; honest; practices customs &amp; courtesies; polite and respectful; wears uniform properly</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[X]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>3. COMMUNICATION SKILLS</td>
<td>Listens actively; attentive; asks good questions</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[X]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>4. SENSE OF RESPONSIBILITY</td>
<td>Follows directions; dependable; strives to learn and serve; effective in managing own time</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[X]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

**CADET'S PERSPECTIVES**
The cadet described why they are proud of the following successes in the Cadet Program:

- You're quietly showing us that you put a lot of effort and care into your uniform, and your customs and courtesies. Great job.
- You supported the team by cheering on fellow cadets during the CPT. With a good attitude, anything is possible. Plus, good attitudes like yours are contagious.
- Good effort on the mile run. Keep working hard and you’ll become faster.

**LEADER'S PERSPECTIVES**
The leader described why they are proud of the cadet for the following successes in the Cadet Program:

- Please know that the cadet and senior staff is here for you. As a new cadet, your job is to ask questions. Don’t be afraid to speak up if you’re confused.
- Try to mix more with the other cadets. There are other new cadets your age in the squadron. It looks like you enjoy CAP, so you might as well make some friends here, right?

**CADET LEADERSHIP FEEDBACK - PHASE II**

<table>
<thead>
<tr>
<th>PROMOTION</th>
<th>APPROVED</th>
<th>X</th>
<th>RETAINED IN GRADE</th>
<th>[ ]</th>
<th>DATE OF NEXT REVIEW</th>
<th>[ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVALUATOR'S SIGNATURE &amp; DATE</td>
<td>[ ]</td>
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<td>[ ]</td>
</tr>
<tr>
<td>CADET'S SIGNATURE &amp; DATE</td>
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<td>[ ]</td>
</tr>
</tbody>
</table>

**CADET’S PERSPECTIVES**
The cadet described how they plan to improve their leadership skills in the following areas:

- Please know that the cadet and senior staff is here for you. As a new cadet, your job is to ask questions. Don’t be afraid to speak up if you’re confused.
- Try to mix more with the other cadets. There are other new cadets your age in the squadron. It looks like you enjoy CAP, so you might as well make some friends here, right?

**LEADER’S PERSPECTIVES**
The leader described how the cadet can improve their leadership skills in the following areas:

- Please know that the cadet and senior staff is here for you. As a new cadet, your job is to ask questions. Don’t be afraid to speak up if you’re confused.
- Try to mix more with the other cadets. There are other new cadets your age in the squadron. It looks like you enjoy CAP, so you might as well make some friends here, right?

**Evaluators can be cadet officers, but ultimately the unit commander is responsible for providing feedback.**

**Asking the cadet to discuss their successes and what they’re working on helps them develop a habit of thinking critically about their development as a leader.**

**Evaluate the cadet using the criteria set for their phase.**

**Be positive and encouraging. This isn’t an adversarial process.**

**Be specific. Avoid generalities.**

**Be constructive. Look for teachable moments.**

**Don't overwhelm the cadet. Offer no more than 2 or 3 suggestions for improvement.**
**LEADERSHIP FEEDBACK**  
Sample CAPF 50 for “Dylan”

<table>
<thead>
<tr>
<th>Category</th>
<th>Performance Goals</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ATTITUDE</td>
<td>Maintains a positive attitude and encourages good attitudes in others; does not fault rank or authority</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2. CORE VALUES</td>
<td>Displays a commitment to the Core Values: promotes team spirit, professionalism, and good sportsmanship as a team leader</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>X</td>
</tr>
<tr>
<td>3. COMMUNICATION SKILLS</td>
<td>Proficient in informal public speaking (in giving directions in and training junior cadets)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>X</td>
</tr>
<tr>
<td>4. SENSE OF RESPONSIBILITY</td>
<td>Enforces standards; trustworthy by supervising a small team and leading them in fulfillment of a series of simple tasks; given a plan, is able to carry it out</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>X</td>
</tr>
<tr>
<td>5. INTER-PERSONAL SKILLS</td>
<td>Guides and coaches junior cadets; recognizes when junior cadets need help, leads by example; is not a “boss”</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>X</td>
</tr>
</tbody>
</table>

The high ratings in “Responsibility” and “Core Values” above are supported in the comments here.

Comments here point back to the rating in “Inter-Personal Skills” and the performance goals of that category.

When retaining a cadet in grade, it’s important to provide comments that have enough detail so the cadet can understand what they can do to improve in that area. These written comments should be expanded upon during the in-person feedback meeting.

This cadet is being retained in grade. The evaluator/mentor should state that fact at the beginning of the feedback meeting. Such an approach allows the cadet to focus on the mentor’s comments, vs. wondering if they are to be promoted or not.

This young cadet is still learning how to make the adjustment from a Phase I airman to a Phase II NCO. Perhaps he’ll be very upset at being retained in grade now, but later he’ll look back at this moment and see it as a good thing. Cadets do not want to merely collect award certificates; they want to become leaders who are capable in reality.

Assure the cadet that they won’t be held back indefinitely.
1. Mentoring is when adults lend cadets their wisdom and experience.
2. Cadets won’t fully develop if left entirely to their own adolescent wisdom.
3. Leadership mentoring can happen everyday in a casual manner.
4. The “Leadership Feedback Meeting” is a semi-formal opportunity for mentoring.
5. Be positive, constructive, and specific with your feedback.
6. The “Leadership Expectations” chart and the CAPF 50 are two valuable tools.

FINAL THOUGHT
Someone was a mentor to you when you were a teen. You can be that person to one of today’s cadets. Mentors make a difference.
THE CADET / SENIOR TEAM
Seminar L5  Lesson Plan

Scope: Cadets learn to lead by actually leading. Having opportunities to serve on a squadron staff and share in the leadership of the squadron is an important aspect of their development. During this seminar, students consider who comprises a staff, how the staff works together, and how Cadet Programs Officers should design a cadet staff and mentor the cadets.

Format: Guided Discussion

Duration: 50 minutes

Objectives: 1. Identify the positions comprising a squadron staff; summarize the duties of each
2. Defend the idea that in designing a staff, each cadet needs a tailor-made challenge
3. Describe how cadet position descriptions define how cadets and seniors divide the labor of leading the squadron
4. Explain why there is no standard organizational structure for a cadet unit
5. Discuss the importance of mentoring cadets as they begin and end their term of staff service


Note: Students will be working with the Cadet Staff Handbook during this exercise. Each student will need a copy (they are provided when the Course Director requests student materials from NHQ).

STARTING POINT
Introduce yourself and state the seminar’s topic.
ATTENTION

Listen to these two perspectives:

1. “I’m a C/SSgt and the highest ranking cadet in the squadron. I should be cadet commander. The senior staff needs to back off and realize that the cadet program is cadet run. The seniors’ job is to sign paperwork and drive us where we want to go.”

2. “I’m the adult here, so as a Cadet Programs Officer I’m the one who needs to make the decisions, teach classes, and set goals. Just like in school, cadets are the students, and I’m the “teacher” so I’m in control.”

Whose perspective is right? In CAP, is the program “cadet run,” or “senior run”? In this seminar we'll see that that question itself is bogus. It’s a false dilemma. In the Cadet Program, cadets and seniors work together and share in the leading of the squadron.

MOTIVATION

Cadets learn to lead by leading. By having a stake in the success of the squadron and their experience as cadets, their leadership education is that much more effective than if they only studied leadership in books or listened to boring lectures.

This seminar is an opportunity to discuss how Cadet Programs Officers mentor cadets, oversee the cadet staff, and make staff service a learning experience for the cadets.

OVERVIEW

See slide.
What positions comprise the senior staff? What are the basic roles and responsibilities of each of those positions?

Anticipated Responses:

Answers can vary. The list below does not attempt to list every conceivable responsibility. There can be a great deal of flexibility in staff duties. Don’t get bogged down in hair-splitting.

Refer students to the “Who Comprises a Cadet Program Staff?” handout. Lead them in a group discussion of each position, and encourage them to list the responsibilities of each position in the corresponding box on the handout.

**Squadron Commander**
- Select or approve the staff
- Set or approve goals, projects, and schedules
- Promote cadets
- Resolve disputes
- Lead the squadron as a whole

**Deputy Commander for Cadets / Deputy Commander**
- Supervise the implementation of the overall Cadet Program
- Supervise and mentor the senior member Cadet Programs staff
- Guide and mentor cadets, especially the top staff
- Assist the commander

**Leadership Officer**
- Plan and conduct leadership classes
- Conduct or supervise drill and ceremony training
- Supervise the unit’s physical fitness program
- Guide cadet staff in their role as trainers / instructors

**Aerospace Education Officer**
- Plan and conduct aerospace education classes
- Coordinate special aerospace activities (ie: rocketry, STK, AEX, etc.)
- Supervise cadet AE mentors
- Guide cadet AE instructors

**Chaplain / Moral Leadership Officer**
- Conduct monthly character development forums
- Ministry of presence
- Mentoring and counseling

**MINI-TRANSITION**
Please turn your hand-out over and we will consider the cadet structure in detail.
What positions comprise the cadet staff? What are the basic roles and responsibilities of each of those positions?

Anticipated Responses:

Again, refer to the “Who comprises a Cadet Program staff?” handout. The list below does not attempt to list every conceivable responsibility. There can be a great deal of flexibility in staff duties, and the range of cadet grades.

After the students have a chance to respond, “show and tell” with the position descriptions found in Appendix 1 of the Cadet Staff Handbook.

**Cadet Commander** C/Capt - C/Lt Col
- Supervise, mentor, and lead the cadet staff and corps
- Make personnel assignment recommendations
- Develop or recommend plans, policies and procedures

**Cadet Deputy Commander** C/Capt - C/Lt Col
- Assist the cadet commander
- Supervise and guide the flight commanders

**Cadet Executive Officer** C/Capt - C/Lt Col
- Assist the cadet commander
- Manage the cadet staff’s administrative affairs

**Cadet First Sergeant** C/M Sgt - C/CM Sgt
- Assist in inspections
- Supervise and guide the flight sergeants
- Model military bearing, attitude, discipline, etc.

**Cadet Flight Commanders** C/2d Lt - C/Capt
- Supervise, mentor, and lead the cadets in their flight
- Train cadets in basic leadership topics
- Develop leadership skills in the flight sergeants and element leaders

**Cadet Flight Sergeants** C/SSgt - C/CM Sgt
- Assist the flight commander
- Prepare cadets for inspections and follow-up
- Lead the flight in drill
- Model military bearing, attitude, discipline, etc.

**Cadet Element Leaders** C/A1C - C/T Sgt
- Provide basic guidance to the cadets in their element
- Tutor cadets and provide individualized training
- Model military bearing, attitude, discipline, etc.

**INTERIM SUMMARY**

A squadron is not an adversarial system. The cadet staff and senior staff share in the work of leading the squadron. Each has their own domain.
We know what jobs comprise a squadron staff, but how does a squadron go about assigning cadets to staff positions? How do you know which job is right for which cadet? Next, we’ll consider the task of designing a cadet staff.

But first, please read sections 1.1 through 1.5 in the Cadet Staff Handbook.

[Allow 4-5 minutes for independent reading]

**In designing a cadet staff, the handbook advises you to tie together what three things?**

**Anticipated Response:**
The cadet’s leadership skill, their rank, and their job.

What does the handbook mean by that? Does it make sense to you to tie together skill, rank, and job when designing a cadet staff?

**Anticipated Response:**
Answers can vary. It’s all about tailoring the challenge, finding a leadership assignment that is not too advanced for the cadet, nor too diminutive.

The handbook talks about scalable organizational charts, making the claim that there is no “one size fits all” organizational chart for cadet units. What does this mean? Do you agree with that perspective?

**Anticipated Response:**
Answers can vary. The basic idea is that some units are top-heavy, others bottom-heavy, and so on. Because every unit is apt to have its own mix of cadets, commanders need several organizational structures to choose from, otherwise cadets will be assigned to jobs that are too challenging or not challenging enough.

*After the students discuss this question, show and tell using Appendix 2 of the Cadet Staff Handbook.*
The reading including this statement (page 3): “Every time the cadet staff takes one step forward in
the Cadet Program, the senior staff should take one step back.” What does that mean? And what
can seniors use to guide how “hands-on” or “hands-off” they are with the cadet staff?

**Anticipated Response:**
Answers can vary. As cadets mature, the senior staff needs to give the cadet staff more autonomy and
responsibility. The cadet position descriptions guide seniors on how they divide the labor with cadets.
Flight sergeants should be given full authority to do flight sergeant duties, but only flight sergeant
duties, for example.

What are some considerations about term limits? Do you see them helping you manage the cadet
staff?

**Anticipated Response:**
Answers can vary. See the points raised on page 4 of the *Cadet Staff Handbook*.

**EMPHASIS ITEM**
A couple times each year, ask yourself what the cadets’ mix of ranks will look like in 6 months. Who is
about to graduate high school and will be leaving the squadron? Who will have their Mitchell and be
deserving of a prestigious job? By making an educated guess about what the squadron will look like 6
months from now, you can better manage the design of your staff and plan ahead for change.

**TRANSITION**
We know what jobs are found on a squadron staff, we know what those jobs entail, and we understand
some of the factors leaders need to consider when designing a cadet staff. Next, let’s get even more
practical by talking about the staff selection process.
MAIN POINT #3
USE AN OPEN & HONEST STAFF SELECTION PROCESS

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

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

EMPHASIS ITEM
Interviews might seem unnecessary, but they are good experiences for the cadets. Briefly review the sample questions shown on page 5 of the Cadet Staff Handbook.

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

Anticipated Responses:
Answers can vary. See the checklist on page 6 of the Cadet Staff Handbook.

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

Anticipated Responses:
Answers can vary. See the checklist on page 6 of the Cadet Staff Handbook.

INTERIM SUMMARY
If we’re going to give cadets some autonomy and a sense of ownership over their program, then it’s important for us as Cadet Programs Officers to run an open and honest selection process, to ensure they understand their responsibilities, and to help them learn from the experience.
EXERCISE #1
APPOINTING A CADET TO A NEW STAFF POSITION

Preparation: Have the students work in pairs to complete the exercise below. Designate one student as Student #1, the other as Student #2.

Instructions for Students
This is a role-playing exercise. You’ll take turns playing the roles described below:

<table>
<thead>
<tr>
<th>Scenario #1</th>
<th>Student #1</th>
<th>Student #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cadet Programs Officer</td>
<td>C/SSgt and evaluator for Student #1</td>
<td></td>
</tr>
</tbody>
</table>

If you’re the student playing the role of the Cadet Programs Officer, your task is to help the cadet described in the scenario get off to a good start in their new job.

If you’re the student playing the role of the cadet, your job is to react to your “superior’s” guidance. Further, you’ll give your fellow student feedback about how well they fulfilled the guidelines for appointing a cadet to a new position, as described in the Cadet Staff Handbook (page 6).

Scenario 1
You’re appointing a bright, hard-charging 14-year-old C/SSgt as flight sergeant. He’s served as element leader before, but this is his first real challenge as a cadet NCO. The cadet is very sharp in terms of appearance, customs and courtesies, drill, and the like.

Scenario 2
You’re appointing a 16 year old C/Capt as cadet commander. The cadet is bright and promising but is beginning to become more rebellious and independent (like most 16 year olds). She’s the only cadet officer in the squadron, but has lead the unit’s 18 active cadets while serving as flight commander for the past 9 months. Before that she was first sergeant, and has been the squadron’s shining star for the past 2 years. During her membership, she’s had some good NCOs to serve as her role models, but not very many cadet officers.
Anticipated Response:
There is no “right” or “wrong” answer. What’s important is that the students show an understanding of the guidelines in the handbook, and do their best to help the cadet get started in a new job.

CLOSING THOUGHT FOR THIS EXERCISE
When a cadet takes on a new job, make sure someone gives them some guidance about the job’s responsibilities and your expectations. Also give the cadet a chance to ask question. Help them get started right so they can succeed.
EXERCISE #2
DESIGNING A CADET STAFF

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

Instructions for Students

Your task is to design a staff structure for your squadron. How many flights and elements will you have? Will you fill every position? Which positions will you assign to which cadet?

Keep in mind that there is no one-size-fits-all structure for a cadet unit, and the goal is to give each cadet an assignment that is tailor-made to their rank and leadership skill.

Only the highest ranking cadets are listed here. Red Squadron, for example, lists 6 staff candidates, and a total strength of 12, so we know there are 6 more “ghost” cadets that are lower-ranking than the six shown below.

You are free to consult the charts in Appendix 2 of the Cadet Staff Handbook.

Format of Your Answer: Give your answer in the format of an organizational chart. In each “box” on your chart, give the cadet’s name and their position.

RED SQUADRON
Abby C/Amn
Blake C/A1C
Carlos C/A1C
Dorothy C/Amn
Everett C/SrA
Frank C/Amn
Total Strength: 12 cadets

BLUE SQUADRON
Gus C/TsGt
Hilda C/A1C
Isabelle C/MSgt
Jerome C/SrA
Kari C/A1C
Lamar C/A1C
Total Strength: 18 cadets

YELLOW SQUADRON
Montel C/IstLt
Nancy C/SSgt
Olivia C/MSgt
Pedro C/Capt
Quentin C/SMGt
Russ C/IstLt
Sun C/MSgt
Total Strength: 24 cadets

ORANGE SQUADRON
Tanjela C/2dLt
Upton C/2dLt
Vicky C/LtCol
Walt C/LtCol
Xavier C/Maj
Yvonne C/TsGt
Zach C/SSgt
Total Strength: 30 cadets

Instructor Note: Give the students 5-10 minutes to prepare their solutions. Then regroup as a class, have each team identify its problem and diagram its solution on the whiteboard.
Anticipated Response: Answers can vary. What’s important is that the students choose jobs appropriate for each cadet’s grade (e.g. no NCO or officer roles for the airmen of Red Squadron), and a structure appropriate for the unit’s overall size (e.g. tiny Red Squadron can suffice with just one flight).

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

A staff is a team. It’s seniors and cadets working together and sharing in the leadership of the squadron.

Cadet position descriptions help define how seniors and cadets divide their labor. Grant cadets the authority to perform the tasks listed in the PD, but only those tasks.

Tailor the challenge. Find a position for each cadet that matches their leadership skills and grade.

Design a staff structure that works for your situation. There’s no “standard” structure because every unit is different.

When appointing a cadet to a new position, or when their term ends, make that time a teachable moment.

REMOvation

Cadets learn to lead by leading. If you design and manage a good cadet staff program consistent with the principles we discussed today, your cadets will become the leaders we want them to be.

FINAL THOUGHT

A squadron is like a one-room schoolhouse. You have older teens and twelve year olds, airmen and officers. Each cadet is at a different point in their development as a leader. The situation presents a huge challenge for you as you try to match cadets with tailor-made challenges. Consider the advice St. Benedict gave to the abbots who were starting monasteries during the middle ages:

“Arrange everything so that the strong have something to yearn for, and the weak nothing to run from.”
PARTNERING WITH PARENTS
Seminar L6 Lesson Plan

Scope: Students will explore some of the dynamics involved when working with parents. First, what are the standard practices that all squadrons should use when partnering with parents of new cadets? Second, how might leaders of cadets build goodwill among parents by involving them in the life of the squadron? Third, what are some effective methods that can help leaders address parents’ concerns?

Format: Informal Lecture and Guided Discussion

Duration: 30 minutes

Objectives:
1. Identify standard practices squadrons should use to partner with parents.
2. Discuss innovative ways to foster communication and involve parents in CAP.
3. Describe methods for addressing parents’ concerns.

Resources: Parent’s Guide to the Civil Air Patrol Cadet Program

STARTING POINT
Introduce yourself and state the seminar’s topic.
INTRODUCTION

Cornell University researchers report that kids with highly-involved parents are more active in extracurricular activities than kids whose parents are less involved. Keep the parents informed and engaged in the life of the squadron, and the cadets will participate actively. Every experienced leader of cadets knows this. But how do you go about engaging parents?

OVERVIEW

See slide.
Parents expect local CAP leaders to develop a partnership with them. There are four standard practices that CAP would like each squadron to follow in partnering with parents. I will outline each one briefly, and then we can discuss them in depth during our discussion later in the seminar.

A. Welcome & Orientation. Before a prospective cadet joins CAP, a senior member should give their parents a brief orientation. Parents will want to know what it costs to be a cadet, what their son or daughter will gain from their cadet experience, how they are to obtain uniforms, what activities are scheduled, etc. In a moment, we will discuss methods for conducting parent orientations, but for now we simply want to recognize that every parent deserves an orientation to CAP.

B. Roster & Contact Info. Squadrons should provide parents with a squadron roster and contact info for all the adults who interact with cadets. You can begin to build a good rapport and ease parents’ anxieties by making sure parents meet the senior staff and are given contact information for them.

C. Calendar of Events. Parents need to know about upcoming events. They will want to know about activities at least two weeks in advance. The calendar should also include details about costs, locations, times, points of contact, etc.

D. Parents’ Guide. Shortly after a cadet joins CAP, National Headquarters will mail a Parents’ Guide to their home. You should familiarize yourself with the guide, as it outlines what parents can expect from local CAP leaders. The guide can also be used to introduce a parent to CAP before their son or daughter joins CAP.

TRANSITION: The four items listed on the slide -- are minimum standards that all squadrons can easily meet. Now, let’s take a closer look at some practical methods for partnering with parents.
MAIN POINT #2
METHODS FOR INVOLVING PARENTS

[ Guided Discussion ]

There are dozens of ways parents can support the squadron without actually joining CAP. What are your success stories for involving parents in the life of your squadron?
[Take each topic listed on the slide one at a time.]

A. Parent Orientations. First, who has a success story to share about how you welcome and orientate new parents?

Anticipated Responses: Ask cadets to bring a parent in before they join; use the Parents’ Guide during the orientation; have a calendar and phone roster ready; introduce the senior staff; emphasize the long-term benefits of CAP.

B. On-Going Communications. Does your dialog with parents stop with the orientation? What are some ways to keep the communication channels open?

Anticipated Responses: Squadron websites; email bulletins; newsletters; open houses; awards nights; parents committee [some points are discussed below].

C. Socials & Awards Nights. An easy way to get parents to stay in contact with parents is through socials and awards nights. What successes have you had here?

Anticipated Responses: Invite parents to pin-on their cadet’s first stripe; invite parents to award ceremonies; schedule a pot luck a few times each year; have a holiday party; ask parents to plan social events and awards nights; etc.
D. Parents’ Committee. Parents can do more than host social events. What are some projects that a parents’ committee can do to support the squadron?

Anticipated Responses: Soliciting donations from businesses; organizing a carpool; developing partnerships with civic groups and aerospace-related businesses; networking to find a better squadron HQ; championing CAP in the media; building support among school officials; serving as a guest speaker; recruiting new members; etc.

E. Recruiting. Parents can help the squadron so much without joining, but of course, we can always use more members. Do you have any success stories in terms of recruiting parents? How do you do it?

Anticipated Responses: Encourage parents to become Cadet Sponsor Members; welcome parents who want to volunteer “part-time”; if you see a parent waiting in the parking lot, invite them inside; tell parents that there is more to CAP than cadets, and encourage their interest in ES and AE; if they are a teacher, encourage them to become AEMs to gain access to AE materials for their classroom; etc.

TRANSITION
Collectively, we have identified dozens of ways that leaders can involve parents in the life of the squadron, even if the parent does not join CAP. Next, we will focus the discussion on how we can help resolve parents’ concerns.
MAIN POINT #3
HELICOPTER PARENTS

[ Open Discussion ]

Hovering over their kids like a helicopter, many parents today are ready to swoop down and “rescue” their children from perceived danger or even life’s everyday challenges. Helicopter parents are actively involved in the lives of their children – some say too involved, as the headlines on this slide suggest.

Have you encountered helicopter parents?

Anticipated Responses:  Allow the students to share their anecdotes; there is no one “right” answer here... the purpose of this section is to set-up the “Addressing Parents Concerns” question below.

TRANSITION

In CAP, one of our goals is to help cadets develop initiative and a sense of responsibility. With the rise of the “helicopter parent,” cadet programs officers need to pay more attention to parents’ needs and partner with them like never before. Let’s consider how we can respond to helicopter moms and dads as they voice their many concerns.
MAIN POINT #4
ADDRESSING PARENTS’ CONCERNS

[ Guided Discussion ]

If we think of ourselves as partners with parents, then when a parent comes to us with a concern or complaint, we can turn a potentially negative experience into a positive one.

If you were a parent of a cadet, how would you want the squadron commander to respond to your concerns?

Anticipated Responses: Allow students to respond, and build a list on the board. Review the points below, if students overlook them.

A. Listen.
Listen patiently. Focus on what the parent is saying, not what you will say next.
Take time to meet privately with the parent, without interruption.
Be polite and show respect to the parent.

B. Have the kid’s best interest at heart.
Remember, the discussion is not about your cadet but their son or daughter.
Explain that you see your role as being a mentor and positive role model.
Recognize that CAP is just one facet of the young person’s life, placing a distant third to family and school obligations.

C. Clearly Communicate Your Perspective & Decisions.
Take time to explain your thought processes.
Point to experiences with similar issues, recognizing that every situation is unique.
Focus on the facts, not hearsay.
Explain how CAP policies guide your decision-making, but don’t hide behind the regulation.
Identify when the matter will be reviewed again (ie: as in the case of deciding not to promote a cadet).
Emphasize the positive, and how the cadet can learn from the experience.

D. Offer to have the DCP mediate.
In sticky situations, ask the DCP for help.
Let parents know that they can ask the wing to help resolve their concern. This shows fairness. Explain that CAP feels so strongly about responding to grievances that it has an impartial IG program in place to investigate serious concerns that can not be resolved locally.

**NOTE:** Commanders, DCCs and Leadership Officers know not to show even the appearance of favoritism to any cadet. This can be a challenge if the officer is the parent of a cadet, and special attention must be given to ensure all are treated fairly.

**TRANSITION**
The Golden Rule should guide our relations with parents, especially when they have concerns. A good commander can take a potentially negative situation and turn it in to a positive one. Let's summarize what we discussed during this seminar.
SUMMARY
See slide.

REMOVTIVATION & CLOSING
Parents are not obstacles. As reported by Cornell University, we know that cadets will be more apt to stay active if CAP partners with their parents. We must support moms and dads as we mentor and develop their sons and daughters.
CADET WELFARE & LEGAL ISSUES
Seminar L7  Lesson Plan

Scope: Senior members have a duty to supervise cadets and protect their welfare. What guidelines should inform the adults who accept that enormous responsibility? This seminar considers some of the most common cadet safety and legal issues likely to arise in a squadron.

Format: Lecture (with Scenarios and Q&A)

Duration: 60 minutes

Objectives: 1. Discuss how in loco parentis applies to leaders of cadets
2. Describe basic guidelines governing how adults are to supervise cadets
3. Describe challenges unique to supervising cadets during overnight events

Note: If possible, a CAP legal officer should lead this seminar

Resources: Student handout

STARTING POINT
*Introduce yourself and state the seminar’s topic.*

INTRODUCTION
Cadet Programs Officers often speak of “their cadets.” The sentiment is innocent enough, but as this quote reminds us, cadets belong to their parents, not to CAP. Therefore, adults who work with cadets have a duty to protect the cadets’ welfare as their parents would.

OVERVIEW
*See slide.*
Special Note About the Lesson Plan: What follows is essentially a lecture script. CAP legal officers are welcome to personalize this seminar and depart from the notes below, so long as their talk addresses the learning objectives outlined above. If a legal officer is not available, an experienced Cadet Programs officer should lead the seminar but stick to the script below.

MAIN POINT #1
ASSUMING THE PLACE OF THE PARENTS

1. **In loco parentis**, “in the place of the parents,” is a legal principle illustrating how the law expects adults who supervise children to safeguard those kids as if they were their own. What would a responsible, level-headed parent do in a given situation? That is the standard the law measures your actions or inactions against. Adults who fail this standard are pronounced negligent. Juries make negligent people pay for the harm they cause poor, defenseless children.

2. **The 60 Minutes Test.** Another way of looking at your responsibilities as a chaperone and leader of cadets is to consider the 60 Minutes test. You remember those damning ambush interviews when Mike Wallace shows up at some corrupt executive’s home, cameras running, microphone in his subject’s face, asking critical questions about what the crook did or did not do. As you make decisions on behalf of the cadets’ welfare, ask yourself how your actions or inactions would play on 60 Minutes.

3. **Team Approach to Decision-Making.** A third way to help ensure you safeguard youth and protect yourself in the process is to have multiple adults involved in making decisions related to youth supervision and safety. When you need to proofread an important document, you ask a couple friends to review your work. Invariably, they catch errors you never would have noticed. Likewise, when 2, 3, or 4 adults are invited to assist the commander in making decisions about cadet welfare, the IQ level of the decision rises tremendously.

4. **Cadet Welfare is an Adult Responsibility.** In CAP, we want cadet officers and NCOs to have a sense of ownership in the program, we try to respect the cadet chain of command, and we want these ranking cadets to make some decisions independently and even allow them to make mistakes. In issues of cadet safety and supervision, that is emphatically not the case. You, the responsible adult on scene, are personally responsible for protecting cadets’ welfare. That responsibility cannot be delegated. Certainly you should listen to the cadet staff’s perspectives, but questions of cadet safety, welfare, supervision and the like are to be decided by the adult staff. Adults always out-rank cadets.

TRANSITION
If you understand the principle of *in loco parentis* and truly internalize it, you’ll be an effective chaperone. Everything else is just details. But knowing you have questions about the nuts-and-bolts of cadet supervision, let’s look at some of the most common issues.
1. **Cadet Activities Must Be Supervised.** At every cadet activity, always have at least one CPPT-approved adult in the vicinity. There’s no such thing as a cadet activity that does not involve senior members. And the concept of “have an adult in the vicinity” is flexible; it comes down to what you think is a responsible level of supervision for the situation. Cadets might be building model rockets in the classroom while the seniors discuss finances in an adjacent office. Maybe the cadets are shining boots and socializing in the day room at encampment while the seniors are scattered throughout the dormitory. Moms and dads allow their teenaged kids to move about the house on their own and play sports in the backyard without unblinking surveillance. How closely seniors supervise cadets is a similar judgment call.

2. **Limit One-on-One Contact.** There’s rarely a need for an adult to interact one-on-one with a cadet. And with a little ingenuity, you can find a work-around solution for those instances. For example, if counseling a cadet, why not have a second adult present? If needing to confer with a cadet in a one-on-one tutoring or mentoring environment, perhaps the two of you can retreat to the back corner of the room where you have some seclusion while still being visible to the main group. Even orientation pilots can avoid one-on-one contact by having a second cadet flying in the backseat.

3. **Cadet Activities Are Supposed to Be Wholesome.** CAP is supposed to be a safe place for youth. Sexual abuse, violence, harassment, hazing, and the like are not welcome. Adult chaperones have a responsibility to create a positive, safe environment at cadet activities. This includes leading by example and ensuring the cadet staff takes a positive approach toward their roles as leaders. And if cadet abuse is suspected, senior members have a duty to report it in accordance with CAPR 52-10 and local laws.
MAIN POINT #3
THE CHALLENGES OF SUPERVISING OVERNIGHT ACTIVITIES

Overnight activities require extra planning and come with their own challenges for supervising cadets. Some of the main considerations include:

1. **Parental Permission.** Ensure the cadets’ parents know what the activity entails. What’s going on? When does the activity start and end? What is the emergency contact number? Who will be in charge? Although the cadet membership application includes a general purpose release for the cadet to participate in CAP activities, it is a good idea to obtain permission slips (ie: CAPF 31) anytime you host an overnight activity.

2. **Overnight Activities Require Two Seniors.** Always have at least two CPPT-qualified seniors chaperone overnight activities. Larger groups need more adult chaperones, but there is no magic ratio; every activity is different, just use common sense and good judgment. It’s better to have a couple extra adults on hand than you think you need in case something unexpected happens.

   A common misconception is that if female cadets attend an overnight activity, a female senior is required. If you think about that myth, you’ll notice it is biased and presumes the Cadet Program is a male-orientated activity. Of course, it is good to have men and women chaperone activities if the cadet group is co-ed. But we don’t want to see a cadet excluded from an activity or pressured not to sign-up because they’re the sole female cadet or sole male cadet and their presence would inconvenience the squadron.

3. **Boys and Girls Together.** Male and female cadets need to be assigned separate sleeping quarters. Again, common sense and good judgment should be your guide. Perhaps the males can sleep on one floor of the dorm and the females another. Or perhaps a makeshift “blanket wall” can be used to segregate the two areas. If camping, try to put the female section on one side of the campsite, and the male section on the other, with adults located between. Likewise, adults should be segregated from the cadets, yet remain in proximity to respond to any incidents that occur overnight.

   Set firm rules governing where, when, and how male and female cadets can interact. If your facility has a day room, consider making that the one place where a co-ed flight can meet together. If cadets meet in personal dorm rooms, the standard practice is to require the door to remain fully ajar. Another good practice is to require at least three cadets be present in a co-ed setting, thereby frustrating the machinations of Romeo and Juliet.
4. **Respect Cadets' Privacy.** Allow cadets privacy when changing clothes, showering, etc. It is better for ranking cadets to respond to horseplay and maintain order in a locker room-style communal shower than to have an adult watch a group of naked cadets shower. If younger cadets are participating in the overnight activity, be aware that some may be reluctant to shower; through mentoring such problems are usually overcome.

5. **Time for Sleeping.** CAP activities are not exercises in sleep deprivation. In planning the activity, budget for at least 8 hours sleep each night. Recognize that energetic young people can not fall asleep instantly, so consider having a 30 minute quiet time precede the official time for lights out. The busy members of the cadet and senior staffs are apt to be the worst offenders in not getting enough sleep. Activity commanders should discuss these issues with their staffs and plan accordingly so that leaders stay well-rested, alert, and ready to fulfill their responsibilities.

6. **Provide Cadets With Full Meals.** Cadet activities can be draining. Participants are on the go all day, sometimes 16 hours a day. The adult leaders have a duty to ensure each cadet has enough to eat. If the event is catered (e.g.: by a military dining facility), you’ll have few if any worries. In a backcountry setting where cadets provide their own food, or in a pay-as-you-go setting where each cadet is responsible for purchasing their own meals at a restaurant, the adult chaperones need to closely monitor the cadets and ensure they have plenty to eat. More than one senior member has had to buy a cadet’s lunch.
MAIN POINT #4
PERENNIAL LEGAL ISSUES IN THE CADET PROGRAM

1. **Transportation.** It is up to each cadet (and therefore their parents) to find a way from home to CAP and back. If cadets ask if they can carpool with one another, refer them back to the parents as only mom and dad have authority to make that decision. (If you make a decision, you essentially tell the world you have authority to decide, and with that authority comes responsibility for the decision’s outcome.)

   Squadrons may organize transportation for major activities (ie: field trips, travel to a distant encampment, etc.) using CAP vehicles. Remember that passengers must be current CAP members to travel in CAP vehicles, and only members who have a CAP drivers license can drive CAP vehicles.

2. **Dating.** It is not inherently improper for cadets to have personal or romantic relationships with other cadets, however, relationships between cadets of substantially different ranks, or between cadets within the chain of command are discouraged. Ultimately, if two cadets begin dating, that is a matter for the parents to control, consistent with local laws. Regardless, CAP insists that all members refrain from kissing, hugging, holding hands, etc. during CAP activities.

   Because senior members have intrinsic supervisory authority over cadets, senior members will not date or have an intimate romantic relationship with a cadet at any time, regardless of the circumstances.

   The above guidance on dating comes nearly verbatim from the cadet regulation, CAPR 52-16.

3. **Legal Agreements.** Only a corporate officer (e.g. your wing commander) is authorized to sign contracts on behalf of Civil Air Patrol. If the organization that owns the place where your squadron meets wants you to sign a lease, do not sign it yourself but refer the matter to the wing commander. When planning an overnight cadet activity, you might be asked to sign a release allowing the cadets to camp on someone’s land. Again, do not sign legal documents yourself but pass them along to the wing commander.
MAIN POINT #5
SUPERVISING HIGH ADVENTURE ACTIVITIES

1. **Strenuous Activities.** CAP wants its cadets to have opportunities to run obstacle courses, rappel, visit the firing range, and participate in other high adventure activities, but CAP insists that adult leaders follow certain rules and manage the risks in a responsible way. See the cadet regulation, CAPR 52-16, chapter 1, for details.

2. **Partner With Parents.** When inviting cadets to participate in physically strenuous activity or an activity that involves some risk beyond what’s associated with everyday life, local leaders have a responsibility to explain their plans to the parents. One way to do this is to send home a simple permission slip stating what the activity entails, where it is located, when it starts and ends, who is in charge, what equipment is required, and the like. Another option is to invite the parents to an informational meeting and review those same points via a powerpoint presentation; this latter approach gives parents an opportunity to ask questions. Again, in loco parentis is your guiding principle. Ask yourself what information you as a parent would want to know about the activity if your son or daughter were being invited to participate; provide that information to the parents of your cadets.

3. **Consider Cadets’ Physical Fitness.** When planning physically-strenuous activities – hiking, rappelling, orienteering and the like – remember that every cadet is different and some cadets in your unit may have physical limitations that are not immediately apparent to you. Again, partnering with parents is your best way ahead as (one would hope) moms and dads will warn you if their cadet has any medical issues or limitations. Still, you’ll want to have a back-up plan. What if you’re half-way along on your hike and a cadet becomes too tired to go on? What if a cadet is hooked-up and ready to rappel, but decides they don’t want to go?

4. **Know the ORM Process.** Life is full of hazards. Smart, responsible leaders recognize this and plan accordingly. Operational Risk Management (ORM) is one way to take a thoughtful, step-by-step approach to managing risk. In short, that process works like this:

   1. Identify the hazards.
   2. Consider the risks.
   3. Analyze risk controls.
   4. Make risk control decisions.
   5. Implement risk controls
   6. Supervise and review

The time to think about potential hazards is when you’re planning the activity. Don’t wait to the last minute as you’ll find your options for keeping cadets safe are too limited.
ACTIVITY:
PROBLEM SOLVING SCENARIOS

Consider breaking the class into small groups. Have each group tackle 1 or 2 scenarios, then re-group and discuss.

1. A handful of squadrons are participating in a weekend bivouac together. While walking by another squadron’s campsite, you notice four cadets are attempting to start a fire. Because you just passed them, you know this squadron’s senior staff is 100 yards away. What concerns you is that there is a large can of lighter fluid positioned a little too close to the firepit. You wonder if the cadets are aware of the hazard.

   **Best Approach:**
   Easy, tell the cadets to put the lighter fluid aside. And ask how much lighter fluid they’ve added to the kindling already. No, the cadets are not part of your squadron, but this is a safety issue and you seem to be the only adult on scene. Trying to find the cadets’ squadron commander and working through the chain of command is the wrong answer here.

2. A certain cadet in the squadron clearly respects and trusts you. The cadet asks if he can speak with you privately. You imagine he wants to discuss the problems he’s facing related to his parents recent divorce.

   **Possible Approaches:**
   Honor the cadet’s request, but try to hold the discussion during the squadron meeting, in an area that allows some privacy but also keeps you visible to the general membership.

   Ask if this is a matter that only you can be involved in, or if the cadet is okay having another trusted senior member present.

   Avoid having the cadet meet you at your home unless absolutely necessary, and then only in a semi-private setting with another adult (like a spouse) present.

3. Your color guard is getting ready for competition. You and another senior serve as their coaches. The team is planning on practicing its outdoor drill activities at the local high school’s parking lot on Saturday morning. At the last minute, your fellow senior member calls you to say they cannot support the practice today. The cadets begin arriving in 10 minutes.
Possible Approaches:

When parents begin dropping off the cadets, ask if one can help you chaperone. This limits unnecessary one-on-one contact.

Consider calling another senior in your squadron. Is anyone else available to help?

Even if no other adults are available to chaperone, it’s probably okay to continue with the activity. A color guard is a small group, capable of being supervised by just one adult, and with you meeting in a public setting for a couple hours, there is no appearance of impropriety. CAP regulations allow cadet activities to proceed even if just 1 senior is present.

4. Mounts Lafayette, Lincoln, and Little Haystack stand 5,200’ high. Guidebooks call the 9-mile hike “the most splendid walk in the East.” This classic day hike in New Hampshire’s White Mountains is popular with youth groups. The Appalachian Mountain Club advises novice hikers to allow 8 hours to complete the loop, not counting time spent enjoying the summits. The group includes 8 cadets, only 2 of whom could be called intermediate hikers (the rest are rookies), and 2 senior members who are experienced hikers. The hike is happening in June. Their van will pull-up to the trailhead at 9am. Sunset is 7:41pm. The weather forecast calls for partly sunny skies, a high of 75° at the base, 55° and windy on the summit, with a 40% chance of afternoon showers. Use ORM to help identify possible hazards and ways to manage those risks. Focus on using the ORM process; you need not be an expert hiker to discuss this scenario. Also, what (if any) issues of adult supervision and general cadet safety should the leaders consider? Is there anything they should do at the squadron meeting before the hike?
Anticipated Responses: Responses can vary greatly, what's most important is that the students work through the ORM process, identify risks, and consider ways to manage those risks. Perhaps the “best” answer for this scenario involves preparing the cadets for the journey, talking with them before the hike about required equipment, the importance of the buddy system, what to do if lost, etc. Likewise, the adults will want to consider in advance what they’ll do if a cadet is injured, what weather conditions are necessary for the group to venture above treeline, what time they need to be descending by if they are to return to the van by dusk, etc.

5. To raise money for cadet activities, your squadron has an opportunity to sell lemonade at a busy airshow.

The squadron finance committee authorizes a $800 expenditure for lemons, paper cups, and a vendor registration fee, in hopes of selling ice cold lemonade to thirsty airshow enthusiasts willing to pay $2 per cup. The squadron’s project officer is leading this effort because she has experience managing a similar operation for The Rotary. She says based on her three years’ experience, the squadron should net between $2000 and $2500.²

The airshow organizers require all concession stand vendors to sign a hold harmless agreement. Knowing that dozens of reputable civic groups have signed the agreement, the squadron commander considers it a formality and signs without reservation.³

A month before the event,⁴ the project officer briefs the squadron on her plan, which calls for cadets, seniors, and non-member parents to each work a 3 hour shift during the weekend.⁵ Two senior members would be present at the booth at all times (on a rotating basis) to supervise the operation.⁶ On both Saturday and Sunday, cadets would arrive at the airshow at 7am to help set up, then all would regroup at 5pm to help clean-up and depart for home by 6pm.

To raise CAP’s visibility in the community, the plan calls for participants to wear shorts and their squadron tee-shirts, which have the CAP command shield and the words “Portsmouth Squadron, Civil Air Patrol” on the breast.⁷

After working their shifts, cadets would enjoy the airshow, freely roaming the 2-mile long tarmac, provided they use the buddy system and check-in at the lemonade stand every 2 hours.⁸

What cadet safety, supervision, and legal issues do you see in this scenario?

Anticipated Responses:
1. Excellent, except the commander should request permission from the wing before beginning the fundraiser.
2. Can we assume her financial estimates are accurate because of her experience? Probably. If she had no experience, we couldn’t be sure how much the operation would net us or cost us.
3. This agreement should be reviewed by the wing legal officer and signed by the wing commander. It is probably a routine document, but that’s for the wing to decide, not the squadron.
4. Is it smart to announce detailed plans a month prior to the event? Yes indeed.
5. Does a 3-hour shift seem reasonable? Probably. Can non-member parents help? Sure, so long as they interact with cadets in the presence of a CPPT-approved senior.
6. Good. This ensures seniors will be supervising the money and cadets at all times.
7. Good idea. Members are not allowed to fundraise while wearing an Air Force-style uniform.
8. Is it appropriate to have cadets wander the tarmac? Most responsible parents would not object to teens doing this, if they use the buddy system. But, the commander should tell the cadets’ parents that this is the plan, and let the parents decide if they are okay with it. CAPR 52-10 is satisfied so long as seniors remain in the vicinity.
SUMMARY
Almost everything we discussed comes back to in loco parentis. You have a duty to protect cadets as if they were your own kids. Think issues through before making decisions. Remember the 60 Minutes test. Plan activities thoroughly so you avoid problems to begin with.

FINAL THOUGHT
Cadet activities are no fun if they are not safe.
MILITARY SKILLS CLINIC
Seminar L8 Lesson Plan

Scope: This portion of TLC provides students with a personalized tutorial in drill and ceremonies, customs and courtesies, and the wear of the uniform – subjects that will be unfamiliar territory to seniors who enter CAP without having had any military or cadet experience. Because it would be impossible to graduate experts in these topics during the time allotted for this training, this tutorial focuses on the fundamentals, allows students to ask questions, and introduces them to the regulations and training aids available to them.

Format: Demonstration / Performance Method (Individualized Tutorial)

Duration: 25 minutes

Objectives: Selected by student:
1. Identify which regulations and training aids are available as resources in teaching drill, wear of the uniform, and customs and courtesies.
2. Perform basic drill movements and render basic customs and courtesies properly.
3. Describe how to wear the uniform properly.

Resources: Tutorial checklist; uniform mini-posters; AFMAN 36-2203, Drill & Ceremonies; AFJROTC Drill & Ceremonies Student Workbook: AFJROTC Drill & Ceremonies Instructor Workbook. USAF Drill Instructional DVD (2-disk set)

INTRODUCTION & OVERVIEW

Drill, customs and courtesies, and the wear of the uniform are the foundations of the Cadet Program’s leadership element. This clinic will help you learn to train and supervise cadets in those areas.

First, we will briefly discuss what resources are available to you, so when you return to your home unit, you can continue your study of drill, courtesy, and uniforms, or point your cadet staff toward those resources.

Then, second, we will pair you with an instructor who will show you how to look sharp in your uniform, or perform whatever drill, customs and courtesies topics that you would like help with.
PART 1
REVIEW OF RESOURCES

[ Begin the clinic by briefly identifying the various resources for teaching drill, wear of the uniform, and customs and courtesies: ]

AFMAN 36-2203, Drill & Ceremonies: This Air Force manual describes how to perform drill and ceremonies in CAP. The procedure for performing drill movements is often passed down orally from one generation of cadets to the next. Therefore, it is not uncommon for squadrons to have developed some bad habits over time. Remind your cadet staff (or senior staff) to review AFMAN 36-2203 to ensure they are teaching the correct procedures and standards.

AFJROTC Drill & Ceremonies Instructor Workbook: This AFJROTC resources includes lesson plans and quizzes that will help cadets better understand drill movements. If your unit wants to look sharp on the drill field, consider using this resource, and the related Student Workbook in conducting some classroom exercises before actually setting out to perform drill movements.

CAP Uniform Mini-Posters: These full-color diagrams show cadets and seniors how to wear the most common CAP uniform combinations. They are included in the “New Cadet Kit” provided to every cadet, upon joining CAP.

CAPM 39-1, CAP Uniform Manual. The uniform mini-posters show you how to wear the basic uniforms, but if you ever have a question about what is authorized on the uniform, where that patch or insignia belongs, or other technical questions about the uniform, be sure to turn to CAPM 39-1.

USAF Drill and Ceremonies Instructional DVD Set. This 2-disk set provides comprehensive demonstrations of drill and ceremonies at all levels. It is an invaluable tool in teaching your cadets.

TRANSITION
Let’s get busy working on the drill, customs and courtesies, and uniform training you have requested. [ Break students up into the small groups, based on what area they want to focus on. ]
PART 2
INDIVIDUALIZED TRAINING

[ Most items on the tutorial checklist below lend themselves to the demonstration / performance method. Others are better suited for an informal discussion. Remember, there is not enough time to cover all the material, so focus on those topics that are of interest to the students. ]

1 State the name of the movement and explain its purpose.
2 Give the command to be used, and identify its parts – preparatory command and command of execution.
3 State what position you must begin from in performing the movement (ie: the requirement for Forward, MARCH is to be at attention).
4 Explain and show how the movement is performed in detail, slowly at first, and then using the proper cadence and commands.
5 Answer students’ questions about the movement.
6 Observe the students as they perform the movement, and make on-the-spot corrections.
7 Critique the students’ performance and review any rough spots. Allow the students to continue practicing the movement as time allows.

TUTORIAL CHECKLIST

<table>
<thead>
<tr>
<th>DRILL &amp; CEREMONIES</th>
<th>CUSTOMS &amp; COURTESIES</th>
<th>WEAR OF THE UNIFORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ref: AFMAN 36-2203</td>
<td>Ref: AFMAN 36-2203;</td>
<td>Ref: CAPM 39-1;</td>
</tr>
<tr>
<td>USAF DRILL DVD</td>
<td>CAPP 151</td>
<td>AFMAN 36-2203</td>
</tr>
<tr>
<td>Fall in</td>
<td>Rendering the salute</td>
<td>Grooming standards</td>
</tr>
<tr>
<td>Attention</td>
<td>Exchanging salutes</td>
<td>Placement of insignia, badges</td>
</tr>
<tr>
<td>The rests</td>
<td>Recognizing insignia</td>
<td>What to look for in inspections</td>
</tr>
<tr>
<td>Facings</td>
<td>Calling the room to attention</td>
<td>Conducting the inspection</td>
</tr>
<tr>
<td>Flanks</td>
<td>Junior walks to the left</td>
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<tr>
<td></td>
<td>National Anthem</td>
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</tbody>
</table>

REMO TIVATION & CLOSING

[ Re-form the students into a single group. ]

Drill, customs and courtesies, and the wear of the uniform are important elements in the Cadet Program. Now that you have more knowledge and proficiency about these topics, you should be more comfortable in supervising and training cadets. Still, there is more to learn. Even after we finish TLC, know that you can turn to myself and the other instructors for help, and remember that there are manuals and training aids available to guide your squadron in drill, customs and courtesies, and the wear of the uniform.
ORIENTATION & MEMBERSHIP: “Cadet Great Start”
Seminar M1  Lesson Plan

Scope:  Prospective and new cadets need lots of support if they are to succeed in CAP. Specifically, what do they need? And what is the best way to meet those needs? This seminar discusses cadet orientation and membership by using the Cadet Great Start program as a model.

Format:  Guided Discussion (with a few lecture items)

Duration:  50 minutes

Objectives:  1. Explain why CAP favors the “pipeline” approach for cadet orientation
2. Identify several needs squadrons must meet to help their new cadets succeed
3. Describe some hallmarks of the Cadet Great Start program
4. Identify key facts about the cadet application process, Cadet Uniform Program, and New Cadet Kit

Resources:  CAPP 52-9, Cadet Great Start (Have the pamphlet available for “show and tell,” and refer to the Preface especially.)

STARTING POINT
*Introduce yourself and state the seminar’s topic.*

ATTENTION & MOTIVATION
For each of the past 30 years or more, CAP has been recruiting 10 to 12 thousand cadets each year, on average. But at year’s end, only one-third of those newcomers have elected to renew their membership. What can CAP do to improve? Think of how much more vibrant your squadron could be if you retained more cadets. This seminar looks at the issue of cadet retention by focusing on how squadrons orientate and train new cadets.

OVERVIEW
*See slide*
MAIN POINT #1
THREE APPROACHES FOR ORIENTATING A NEW CADET

[Lecture Item]
Most squadrons use one of three main approaches in motivating a prospective cadet to join CAP and getting them promoted to C/Amn:

“Trickle In”: The squadron has an open enrollment policy, allowing cadets to join at any time during the year.

Basic Cadet Training: The squadron uses “trickle in,” but the group or wing helps the newcomers by offering a weekend-long basic cadet training program.

Pipeline: The squadron holds recruiting drives at certain times during the year, and newcomers enter the squadron only at those times.

[Guided Discussion]
What are some of the pros and cons of each system?

Anticipated Responses: Record the students’ replies on the whiteboard, in grid form as shown in the table below. Students’ replies should be similar to the entries on that table.
<table>
<thead>
<tr>
<th>TRICKLE IN</th>
<th>BASIC CADET TRAINING</th>
<th>PIPELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROS</strong></td>
<td>• Cadets can join anytime</td>
<td>• Cadets can join anytime</td>
</tr>
<tr>
<td></td>
<td>• Cadets may receive the training needed to earn C/Amn, if, by chance, the BCT activity is being held around the same time they join</td>
<td>• Unit provides each newcomer with a comprehensive, in-depth introduction to CAP</td>
</tr>
<tr>
<td></td>
<td>• Frees squadrons from some (but not all) of their obligations to train the newcomers</td>
<td>• Unit schedules orientations and responds to them systematically, vs. continually having to address needs of newcomers 1 and 2 at a time</td>
</tr>
<tr>
<td><strong>CONS</strong></td>
<td>• Unit is always having to react to newcomers’ needs</td>
<td>• With several newcomers entering at once, they form a “class,” promoting teamwork and creating their own support network, thereby avoiding any newcomer feeling like the odd man out</td>
</tr>
<tr>
<td></td>
<td>• Unit is usually unable to provide the new cadet with a comprehensive, in-depth introduction to cadet life</td>
<td>• Having thoughtful, structured activities for the newcomer means that squadron meetings - the only activities that matter at this early stage of CAP membership - will be productive and fun</td>
</tr>
<tr>
<td></td>
<td>• New cadet is the “odd cadet out,” as the only newcomer</td>
<td>• Time is budgeted for addressing important (but often overlooked) support factors such as briefing parents, sizing for uniforms, and reviewing membership applications</td>
</tr>
<tr>
<td></td>
<td>• No specific goal for when the cadet will earn C/Amn</td>
<td>• Cadets cannot join anytime and may need to wait until the next enrollment period comes around</td>
</tr>
</tbody>
</table>
MAIN POINT #2
WHAT DO PROSPECTIVE CADETS REQUIRE?
[Guided Discussion]

What do prospective cadets require? What does is needed if you want to take a young person who is thinking about joining CAP and to transform them into a Cadet Airman

Anticipated Responses:
• Compelling reasons to join. What will I get to do? Is CAP fun? Is it a worthwhile activity?
• How much does it cost? What are the membership requirements?
• Partner with parents, answer their questions, etc.
• A full introduction to all 5 elements of the Cadet Program
• Detailed instruction in the basics of cadet life (drill, uniforms, saluting, etc.)
• Help getting into a uniform
• Help processing their membership application
• Help studying for the Curry exam
• Help preparing for the Curry drill test
• Help preparing for the Curry fitness test
• An opportunity to complete the foundation activity in the character program
• Help understanding and memorizing the Cadet Oath
• An understanding of how promotions work
• Lots of coaching and encouragement along the way
• An opportunity to take the Curry test
• A chance to succeed quickly
• A chance to fly soon after joining
• Etc.

INTERIM SUMMARY

Turning an ordinary kid into a Cadet Airman requires a lot of work, perhaps ten times as much work as it takes to transform a C/Amn into a C/A1C.

Because so many cadets drop-out of CAP shortly after joining, it makes sense for squadrons to put a lot of thought and effort into how they orientate and train newcomers.

TRANSITION

In short, cadets need a “great start” in CAP if they are to succeed. To meet that need, we have the “Cadet Great Start” program (CAPP 52-9).
MAIN POINT #3
WHAT IS CADET GREAT START?
[Lecture Item]

Cadet Great Start is a systematic, all-inclusive introduction to cadet life. It’s a fast but thorough orientation and training program that transforms an ordinary kid into a Cadet Airman in 5 short weeks. Pass around a copy of CAPP 52-9 or briefly play “show and tell.”

The hallmarks of the Cadet Great Start program include:
1. Begins with an open house showcasing the exciting things cadets do
2. Sets learning objectives that are designed specifically for new cadets
3. Provides a standardized, easy to use curriculum
4. Challenges cadet NCOs and officers by using them as instructors
5. Informs parents of CAP policies and builds trust
6. Includes a plan for managing the administrative tasks involved in running the program
7. Includes fun, hands-on activities, as opposed to boring lectures
8. Concludes with an orientation flight

Briefly discuss the suggested schedule shown in CAPP 52-9.

Has anyone here had experience working with the Cadet Great Start program?

Do you think a young person who completes this program will have a foundation for success?

Do you think the Cadet Great Start manual gives you enough guidance and tips so you can meet the needs of your prospective cadets?

Anticipated Responses: Answers will vary.

TRANSITION
In addition to considering Cadet Great Start, no discussion of cadet orientation and membership is complete without looking at some of the administrative aspects of joining CAP.
MAIN POINT #4
WHAT ROLE DO LOCAL LEADERS PLAY IN HELPING MEET NEW CADETS’ OTHER MEMBERSHIP-RELATED NEEDS?
[Alternates between lecture and discussion]

1. **The Membership Process: Basic Facts**
   - Prospective cadets must be at least 12 but not yet 19 to join
   - Cadets must be single, attend school regularly, and willing to follow CAP rules
   - Cadets apply for membership using CAPF 15
   - Cadets officially become a CAP member only when their name appears in e-Services

   **What are some best practices you recommend for managing the membership process?**
   **Anticipated Responses:**
   - Have cadets attend a couple meetings before joining CAP (Cadet Great Start follows this approach)
   - Require a parent to meet the unit commander before approving the application
   - Have a senior member spot-check the application for completeness

2. **Cadet Uniform Program: Basic Facts**
   - CAP provides an Air Force-style blues uniform to each cadet (if funds are available)
   - Cadets or their commander can request the uniform online through e-Services
   - Unit commanders (or designee) needs to approve the request
   - AAFES ships the uniform to the cadet’s home
   - The uniform is property of CAP, so if the cadet quits or outgrows it, the family is expected to return it
   - Cadets still need to obtain shoes and insignia on their own
   - Uniforms take about a month arrive after placing their order (but this can vary)

   **What are some best practices you recommend for this program?**
   **Anticipated Responses:**
   - Help the cadets’ measure their sizes
   - Provide all the insignia needed for a small fee, or have Vanguard order forms prepared in advance
   - Try to equip cadets with BDUs at the same time you’re assisting with their CUP order
3. **New Cadet Kit: Basic Facts**
   - Upon joining CAP, each cadet receives a “New Cadet Kit,” at no cost to them
   - The kit is basically a zip-up binder containing their textbooks, a CD, mini-posters, and other tools
   - The kit should arrive at the cadet’s home within 2 weeks of joining CAP

**What are some best practices you recommend for this program?**

**Anticipated Responses:**
   - Keep a sample kit at the unit to use for “show and tell,” and to lend to new cadets
   - Use the mini-posters as you teach cadets how to wear their uniform properly
   - Tell cadets to use their “Next Step CD,” as it includes a section explaining what they can do to help themselves get started in CAP
CONCLUSION

CADET GREAT START IS THE STANDARD FOR ORIENTATING NEW CADETS

Think back to when you first joined CAP. You were entering a new and somewhat unique and strange organization. If we want young people to not only join CAP but succeed as cadets, we need to give them a great start.

A great start includes a thorough orientation to CAP, an in-depth introduction to cadet life, the opportunity to earn Cadet Airman quickly, and a chance to fly right away.

A pipeline-based approach, using the Cadet Great Start materials, is CAP’s standard method for orientating and training new cadets.
CADET ADVANCEMENT, TESTING, & RECORDS
Seminar M2  Lesson Plan

Scope: Every Cadet Programs Officer needs to know how cadets progress through their program. What are the basic requirements for promotion eligibility? What rules govern cadet tests? How do squadrons record that information? This seminar answers those fundamental questions about cadet operations.

Format: Guided Discussion

Duration: 50 minutes

Objectives: 1. Identify the basic requirements for progressing in the Cadet Program.
2. Identify rules governing cadet tests.
3. Explain how to use the “Cadet Promotions Application.”
4. Discuss ways to make a promotion ceremony meaningful.

Resources: “Path of Progression” chart (see CAPR 52-16, chapter 2); “Testing Officers’ Quick Reference,” available at cap.gov/cadets; “Cadet Promotions Application,” in e-Services.

Special Note: In discussing cadet records, this lesson plan recommends covering only the new online “Cadet Promotions Application.” While paper records remain an option, CAP is clearly moving toward online systems. Because new members have much information to absorb already, this lesson plan recommends simplifying the issue by addressing only the new online system.

STARTING POINT
Introduce yourself and state the seminar’s topic.

ATTENTION & MOTIVATION
You’re 13 years old and think you’re eligible for C/A1C. The personnel officer says no. How can we be sure who’s right? Why can’t the cadet just let the issue go? It’s no big deal, right?

OVERVIEW
See slide
MAIN POINT #1
LEADERS NEED TO KNOW HOW CADETS BECOME ELIGIBLE FOR PROMOTION
[Discussion Questions]

What are the basic requirements a cadet must meet to complete an Achievement?

Anticipated Responses:
1. Tests: Leadership, Aerospace, Fitness
2. Participation: Character forum
3. Time in Grade: 2 months (technically 8 weeks or 56 days)

Are those requirements always the same, regardless of the Achievement?

Anticipated Responses: Basically yes, but the test requirements can differ depending on the achievement.

When, precisely, is a cadet officially promoted?

Anticipated Responses: When the unit commander or designee approves the promotion in the Cadet Promotions Application.

NOTE
In this seminar, we're concerned only with promotion eligibility. Later in the course, we'll discuss how leaders evaluate whether a cadet is ready and deserving for promotion.

TRANSITION
How are we to keep all these promotion eligibility rules straight? There must be a user-friendly cheat sheet to guide us.
MAIN POINT #2
CADET PROGRAM PATH OF PROGRESSION

[Lecture Item] Refer students to their copy of the “Cadet Program Path of Progression” chart included in the student materials. Briefly “show and tell” with this chart. Some talking points:

• Look at the vertical columns:
The five program elements, 16 Achievements, and 5 Milestone Awards are represented
• Look at the horizontal rows:
Everything a cadet needs to complete an achievement or award is indicated

QUIZ / ACTIVITY
Ask the students to examine each scenario and answer the two questions below, using the “Path of Progression” chart. The scenarios are included in the student materials.

Questions
1. What grade should the cadet be wearing now?
2. What does the cadet need to do to become eligible for their next promotion?

<table>
<thead>
<tr>
<th>Jacob</th>
<th>Keisha</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Passed the Earhart Award exam.</td>
<td>• Passed tests on leadership chapters 1 through 7.</td>
</tr>
<tr>
<td>• Passed test on leadership chapter 11.</td>
<td>• Successfully completed the Achievement 8 speech and essay.</td>
</tr>
<tr>
<td>• Completed an SDA report.</td>
<td>• Passed tests on aerospace modules 1 through 6.</td>
</tr>
<tr>
<td>• Passed the CPFT for Achievement 11.</td>
<td>• Passed the CPFT for Achievement 8.</td>
</tr>
<tr>
<td>• Attended a character forum during this achievement.</td>
<td>• Attended a character forum since their last promotion.</td>
</tr>
<tr>
<td>• Regularly serves as an instructor of junior cadets.</td>
<td>• Active participant.</td>
</tr>
<tr>
<td>• Active participant.</td>
<td>• Was promoted 49 days ago.</td>
</tr>
<tr>
<td>• Earhart Award is dated 10 weeks ago.</td>
<td></td>
</tr>
<tr>
<td><strong>Current Rank:</strong> C/Capt</td>
<td><strong>Current Rank:</strong> C/CMSgt</td>
</tr>
<tr>
<td><strong>Needed for Promotion:</strong> Nothing.</td>
<td><strong>Needed for Promotion:</strong> Needs 2 months (approximately 8 weeks) time in grade.</td>
</tr>
<tr>
<td><strong>Note:</strong> No promotion is grade is associated with this achievement.</td>
<td><strong>Note:</strong> Upon completing Achievement 8, the cadet remains a C/CMSgt.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Madison</th>
<th>Tyler</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Passed tests on leadership chapters 1 through 5.</td>
<td>• Passed tests on leadership chapters 1 and 2.</td>
</tr>
<tr>
<td>• Passed tests aerospace modules 1, 3, 4, 5, 6</td>
<td>• Passed test on aerospace module 1.</td>
</tr>
<tr>
<td>• Passed the CPFT through Achievement 6</td>
<td>• Passed the CPFT once.</td>
</tr>
<tr>
<td>• Attended a character forum since their last promotion</td>
<td>• Attended a character forum since their last promotion.</td>
</tr>
<tr>
<td>• Active participant</td>
<td>• Active participant.</td>
</tr>
<tr>
<td>• Was last promoted 90 days ago</td>
<td>• Was last promoted 2 months ago.</td>
</tr>
<tr>
<td><strong>Current Rank:</strong> C/MSgt</td>
<td><strong>Current Rank:</strong> C/Amn</td>
</tr>
<tr>
<td><strong>Needed for Promotion:</strong> Leadership 6</td>
<td><strong>Needed for Promotion:</strong> Pass CPFT for Achievement 2</td>
</tr>
</tbody>
</table>

TRANSITION
You understand the basics about progression, but now we need to look at how tests work.
MAIN POINT #3
WHAT RULES GOVERN CADET TESTS?

[Discussion Question]
The rules governing cadet tests are common sense. What steps do you think should be taken to protect the integrity of cadet tests?

Anticipated Responses:
- Each squadron needs at least one testing officer.
- Offer testing at least once per month.
- Keep tests secure.
- Ensure your unit has the right tests (see “Testing Officer’s Quick Reference”).
- Read the test’s instructions carefully. Some tests are open book, others closed; some have time limits, others do not.
- Do not administer tests for your son or daughter.
- Correct tests the same day they are administered.
- Give each cadet meaningful feedback and allow them to correct it to 100%.
- Add the cadet’s test results to the online Cadet Promotions Application.

And how about some basic facts about test conditions and passing scores? On the white-board, reproduce the skeleton of the table below (write the “test, pass, conditions...” headers). Ask the students to tell you what information to fill-in. Lead them toward creating a table like this:

<table>
<thead>
<tr>
<th>Test</th>
<th>Pass</th>
<th>Conditions</th>
<th>Time Limit</th>
<th>After Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Achievement Tests</td>
<td>70%</td>
<td>Closed Book</td>
<td>None</td>
<td>Correct to 100%</td>
</tr>
<tr>
<td>Aerospace Dimensions Tests</td>
<td>70%</td>
<td>Closed Book</td>
<td>None</td>
<td>Correct to 100%</td>
</tr>
<tr>
<td>Milestone Award Exams</td>
<td>80%</td>
<td>Closed Book</td>
<td>Usually 1hr*</td>
<td>Correct to 100%</td>
</tr>
<tr>
<td>Journey of Flight Tests</td>
<td>70%</td>
<td>Open Book</td>
<td>None</td>
<td>Correct to 100%</td>
</tr>
<tr>
<td>Spaatz Award Exam</td>
<td></td>
<td>Controlled by CAP-USAF &amp; National Headquarters</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The Wright Brothers is the only milestone exam that is un-timed.

INTERIM SUMMARY
If you’re involved in cadet testing, the two tools you’ll want to know about are the “Testing Officer’s Quick Reference” (available at cap.gov/cadets), and the testing officer’s instructions, found at the beginning of every cadet test booklet. Briefly show and tell with the Testing Officers’ Quick Reference.

TRANSITION
You know how the progression system works, you know the rules about testing, but how do you keep track of what cadets have done? Next we’ll consider how to manage cadet records.
MAIN POINT #4
HOW DO LOCAL LEADERS MANAGE CADET RECORDS?
[Demonstration Item]

Someone knowledgeable about the Cadet Promotions Application should play “show and tell.” For detailed instructions, see the online tutorials in e-Services. Focus on these three areas:

• Data Entry
• Data Approvals
• Useful Reports

TRANSITION
Finally, after the cadet has done a lot of hard work (and seniors like you have carefully recorded their accomplishments), we’re ready to hold a promotion ceremony.
**MAIN POINT #5**

**WHAT SHOULD A PROMOTION CEREMONY BE?**

[Discussion Item]

---

You’re 13 and about to be promoted to Cadet Airman. What do you want that promotion experience to be like?

**Anticipated Responses:**

1. **Timely**
   
   Pin-on the rank as soon as the commander approves the promotion. No unnecessary waiting.

2. **Meaningful**
   
   The squadron should make a big deal out of the ceremony. Have the full squadron stand in formation to observe. Have the cadets formally report front and center.

3. **Personal**
   
   A promotion ceremony is not an administrative procedure. Make it personal. As the commander pins-on the new insignia, he or she should say kind words about the cadet.

4. **Inclusive**
   
   Invite mom and dad to participate, at least for the major promotions.

5. **Rewarding**
   
   Call for a round of applause.
CONCLUSION

SUMMARY
• Every Cadet Programs Officer needs to know how cadet advancement works.
• Your best tools are the “Path of Progression” chart and the “Testing Officer’s Quick Reference.”
• If you have additional questions, your top reference is CAPR 52-16, chapter 2.
• Use the “Cadet Promotions Application” to keep track of cadets’ accomplishments.
• Make promotion ceremonies meaningful.

FINAL THOUGHT
Cadet advancement is critical. Cadets who earn promotions at a steady rate see themselves as successful. For them CAP is fun. They choose to renew and even invite their friends to join, too.
RESOURCES FOR GREAT ACTIVITIES
Seminar M3 Lesson Plan

Scope: According to cadet surveys, a majority of squadrons have dull meetings. That’s a problem because squadron meetings are vital in keeping cadets excited about CAP. The answer is to provide lots of hands-on activities on Tuesday night. But where do you start? Where do you find great hands-on activities? That’s the purpose of this seminar.

Format: Guided Discussion

Duration: 30 minutes

Objectives: 1. Defend the idea that cadet meetings need to be exciting and have hands-on activities
2. Identify several educational or activity resources available to support each element in the Cadet Program
3. Discuss best practices for using those resources

Resources: “Cadet Programs Resource Guide.” Also, try to have a copy of each resource listed on the chart below available for “show and tell” purposes.

STARTING POINT
Introduce yourself and state the seminar’s topic.

ATTENTION & MOTIVATION
Listen to what two cadets in two different squadrons have to say about CAP:

“Our squadron meetings are boring. All we do is hup-hup in the parking lot. If we have a class, it’s always a boring lecture. Attendance is a problem. Discipline is a problem. Morale is an even bigger problem.”

“Our squadron meetings are great. We’re always doing something hands-on. You don’t want to miss a meeting. Our problem is we have so many choices of great things to do during the meeting. It’s a good problem to have.”

OVERVIEW
If your cadets are like most, they want to participate in more hands-on activities. They want weekly squadron meetings to be more than drill and boring lectures. But where do you start? Where do you find great hands-on activities? That’s the purpose of this seminar.
LESSON PROCEDURE

1. Draw a table on the whiteboard. To start, label only the heading information (the words shown in bold on the table below).

2. Ask students to name an educational / activity resource that supports each program element. Work through one program element at a time.

3. Consider each resource one at a time. Have the students indicate what type of resource it is: Textbook, Activity Guide, Handbook, or Other.

4. After identifying a resource, ask the students to summarize what that resource is, what it can be used for, and invite them to share their best practices for using it.

5. Show the resource to the class (if a copy is available). Pass it around for all to browse through.

6. Continue developing a list of resources, taking a moment to discuss each, one at a time. Work through the leadership element, then the aerospace element, etc.

7. It is not critical that the students catalog each resource exactly as it is shown in the table below. What’s most important is that they identify most of the publications and come to the conclusion that they have a lot of resources available for conducting hands-on activities during squadron meetings.

8. Refer to the “Cadet Programs Resource Guide” for a synopsis of each resource, if you are not familiar with it.
<table>
<thead>
<tr>
<th>PROGRAM ELEMENT</th>
<th>RESOURCE</th>
<th>RESOURCE TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>Leadership for the 21st Century</td>
<td>Textbook</td>
</tr>
<tr>
<td></td>
<td>USAF Drill &amp; Ceremonies DVD</td>
<td>Activity Guide</td>
</tr>
<tr>
<td></td>
<td>AFJROTC Drill Instruction Guides</td>
<td>Activity Guides</td>
</tr>
<tr>
<td></td>
<td>Cadet Staff Handbook</td>
<td>Handbook</td>
</tr>
<tr>
<td></td>
<td>Cadet Great Start</td>
<td>Activity Guide</td>
</tr>
<tr>
<td></td>
<td>Staff Duty Analysis Guide</td>
<td>Other</td>
</tr>
<tr>
<td>Aerospace</td>
<td>Aerospace Dimensions</td>
<td>Textbook</td>
</tr>
<tr>
<td></td>
<td>Aerospace Dimensions Student Guide</td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td>Aerospace Dimensions Leader Guide</td>
<td>Activity Guide</td>
</tr>
<tr>
<td></td>
<td>Journey of Flight</td>
<td>Textbook</td>
</tr>
<tr>
<td></td>
<td>Orientation Flight Syllabus</td>
<td>Activity Guide</td>
</tr>
<tr>
<td></td>
<td>Model Rocketry</td>
<td>Activity Guide</td>
</tr>
<tr>
<td></td>
<td>Satellite Tool Kit / Space Module</td>
<td>Activity Guide</td>
</tr>
<tr>
<td></td>
<td>Air Force Association Grants</td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td>Aerospace Excellence (AEX)</td>
<td>Activity Guide</td>
</tr>
<tr>
<td>Fitness</td>
<td>Cadet Physical Fitness Program</td>
<td>Activity Guide</td>
</tr>
<tr>
<td>Character</td>
<td>Flight Time: Values for Living</td>
<td>Activity Guide</td>
</tr>
<tr>
<td></td>
<td>Unit Honor Guard Program</td>
<td>Activity Guide</td>
</tr>
<tr>
<td></td>
<td>National Cadet Competition</td>
<td>Activity Guide</td>
</tr>
<tr>
<td></td>
<td>Mentoring</td>
<td>Handbook</td>
</tr>
<tr>
<td></td>
<td>Respect on Display</td>
<td>Handbook</td>
</tr>
</tbody>
</table>

**SUMMARY**
We've discussed 20 or more resources today. On the “Cadet Program's Resource Guide” included in your student materials, you’ll find a synopsis of each of those tools. The Resource Guide tells you what each publication does, and how to order one.

**CONCLUSION**
Squadrons have access to a full library of activity guides, handbooks, textbooks, and other tools. There’s no reason for squadron meetings to be boring, if you become familiar with some of these resources and use them on Tuesday nights.
THE WEEKLY SQUADRON MEETING
Seminar M4  Lesson Plan

Scope: The best squadrons succeed because they offer well-planned, fun, productive meetings every week. While flying, encampments, and national activities are the most exciting aspects of cadet life, the weekly squadron meeting is what affects cadet achievement and retention the most. During this seminar, students consider how they can make their squadron meetings more successful.

Format: Guided Discussion

Duration: 50 minutes

Objectives: 1. Defend the idea that squadrons grow and achieve only if they offer productive and fun meetings every week
2. Describe the benefits of following a quarterly plan
3. Describe the elements of a weekly squadron meeting
4. Describe fun and productive activities suitable for weekly meetings
5. Discuss ways to draft, coordinate, and publish effective meeting schedules

Resources: CAPP 52-15, Cadet Staff Handbook, sections 2.3 – 2.5

STARTING POINT
Introduce yourself and state the seminar’s topic.
ATTENTION
An experienced Cadet Programs Officer visited Hometown Cadet Squadron. This is what they saw:

1828  Squadron commander arrives with key to building. Meeting is supposed to begin in 2 minutes.

1833  Only half the active cadets have arrived. Commander decides to delay opening formation, hoping more will show.

1841  Opening formation begins. 10 cadets are present.
        Pledge of Allegiance and Cadet Oath recited.

1842  Uniform Inspection; seems to take more time than is necessary.

1854  Drill: Random commands. Not much instruction. Objective is unclear.

1930  “Flight Commander’s Time”  A C/TSGt lectures cadets on how to prepare for encampment, telling them their poor attitudes won’t be tolerated there. Encampment is 38 weeks away.

1945  Break: Cadets casually chit-chat. No refreshments served. No substantive administrative business conducted. Break seems to run long, like they’re trying to run out the clock.

2003  Aerospace: AEO is not present at meeting. Some discussion about whether he even knew AE was scheduled. Squadron watches 41-minute documentary on the Space Shuttle instead.

2050  Closing Formation: The squadron is formed. The commander makes a couple announcements about the upcoming wing conference.

2104  Dismissal. The commander dismisses the squadron. Following official dismissal, two cadets speak up about not having phone & email rosters. A cadet NCO asks if the color guard can meet this Saturday; detailed discussion about the logistics ensues. Another cadet wants to see if any of the service coats in the unit’s supply locker fit her.

2119  Frustrated mom tells cadet son to get moving, it’s a school night and it’s time to go home. Most members begin departing the building.

2132  Last few members of the squadron leave.

One month later: The squadron is down to 7 active cadets.

Unfortunately, exit surveys of dissatisfied cadets tell us that too many squadrons run meetings that look like this one. How can we make squadron meetings more successful? That’s the goal of this seminar.
MOTIVATION

Squadron meetings give your unit 52 opportunities each year to motivate or de-motivate your cadets. Experienced cadets – the 10% of the Cadet Corps who are in CAP for the long haul – might tolerate boring, uninspiring squadron meetings, but new cadets will not.

The quality of the squadron meeting has a direct impact on cadet morale, achievement, and retention.

OVERVIEW

See slide.
MAIN POINT #1
GREAT SQUADRON MEETINGS BEGIN WITH A QUARTERLY PLAN

What are some things your squadron would want to accomplish next quarter?

Anticipated Responses:
Start a color guard
Get cadets through Model Rocketry
Qualify cadets for UDF
Increase membership & run Cadet Great Start
Prepare for cadet competition
Build and fly R/C aircraft

[Lecture Items]
1. Think in terms of pursuing one or two major projects each quarter. Then point your squadron meetings at those goals and go. If you’re not sure how to set goals, consider the “S.M.A.R.T.” approach described in section 2.3 of the Cadet Staff Handbook. (Briefly show the students that section.)

2. The cadet regulation advises squadrons to take a quarterly approach to planning. Under such a system, half of your meeting is used to help cadets fulfill their individual promotion requirements, and half of the meeting is devoted to the bigger goals you want to accomplish as a squadron.

Consider the suggested quarterly schedule. What are some features you notice about it?
[See the quarterly schedule included in CAPP S2-T5, section 2.4]

Anticipated Responses:
1. There is a well-defined structure.
2. Each night has a “theme” in the Core Curriculum area.
3. There is a 50-minute block for special training each night.
INTERIM SUMMARY
Using a quarterly plan to guide your squadron meetings will help you achieve meaningful results. You'll find you have more time to work on projects that matter to you than if you thought only in terms of one week to the next, or one month at a time.

TRANSITION
We've outlined the quarter in broad strokes. Now let's drill down to see what a good weekly meeting looks like.
MAIN POINT #2
ELEMENTS OF THE WEEKLY SQUADRON MEETING

How should a cadet meeting begin? What does your squadron do?

Anticipated Responses:
Opening Formation: Make your start official by assembling the squadron in formation, followed by:
   a. National Anthem (the Pledge of Allegiance is not recited in formation)
   b. Cadet Oath
   c. Announcements (relevant to this meeting)
   d. Inspection (see CAPP 52-15, section 2.11)

The quarterly schedule calls for an “emphasis item” to come next. Drill, safety talks, and aerospace current events are the norm for this block. What are some best practices in these areas?

Anticipated Responses:
Drill: Have a training goal. Segregate new and experienced cadets so they can work on different commands. Ensure the cadets who teach drill review the drill manual and teach it right.

Safety Meeting: Make it engaging. Give the cadets an aircraft or hiking accident report and let them analyze it. Consider an upcoming activity and have the cadets do an ORM to prepare for it. Avoid preachy lectures.

Aerospace Current Events: What's going on in the world of aerospace? Allow members to share news articles. Discuss a recent CAP mission involving air assets.
Next comes the “Core Curriculum” block. It’s a 50-minute block for leadership activities, aerospace activities, character forums, testing, and the like. What are some best practices in these areas?

Anticipated Responses:
Can vary greatly. Consider breaking your squadron into smaller groups and giving each group activities suited to where they are in the program. (Have airmen do one thing, NCOs do something else in the same subject.)

The schedule then calls for a 10-minute spot for break and/or administrative time. Does anyone have any best practices to share in this area?

Anticipated Responses:
Make refreshments available. Consider selling sodas and snacks, with the profits going to support the squadron. Have cadets sign up for weekend activities at this time; put sign up sheets on your bulletin board. If someone needs paperwork signed, this is the time to do it.

Again, the benefit of using a quarterly schedule is it gives you 50-minutes every night to spend on “Special Training” that advances the squadron’s long-term goals. What best practices do you suggest here?

Anticipated Responses:
Can vary greatly. What’s important is that the activities in this block advance the squadron’s overall goals for the quarter. Further, this block should provide a sense of continuity, a sense that what happens in one meeting will build on the next.

No surprise that the suggested schedule calls for a closing formation to end the meeting. What are some best practices here?

Anticipated Responses:
1. Last chance for announcements about upcoming activities.
2. Great time for to promote cadets and present awards.
3. End on time, every time. When “dismissed” is commanded, the meeting is over.
   (As the song goes, “Closing time. You don't have to go home, but you can't stay here.”)

TRANSITION
That’s the anatomy of a squadron meeting, but what about the activities themselves that fill the meeting? Let’s consider what makes great meetings great.
MAIN POINT #3
SQUADRON MEETINGS NEED GREAT ACTIVITIES

What do cadets want in the activities offered on Tuesday night? What don’t they want?
[Record the students’ responses on the whiteboard using a “T” table as shown below.]

Anticipated Responses:

<table>
<thead>
<tr>
<th>Want</th>
<th>Don’t Want</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hands on</td>
<td>Lectures</td>
</tr>
<tr>
<td>Well planned</td>
<td>Impromptu, poorly organized</td>
</tr>
<tr>
<td>Meaningful</td>
<td>Silly, with no relevance to squadron goals</td>
</tr>
<tr>
<td>Challenging</td>
<td>Too juvenile</td>
</tr>
<tr>
<td>Chance to lead</td>
<td>Totally run by seniors</td>
</tr>
<tr>
<td>Fun</td>
<td>Too much like school</td>
</tr>
<tr>
<td>Competitive</td>
<td>Passive, uninspiring</td>
</tr>
</tbody>
</table>

EMPHASIS ITEM: Remember our discussion in the “Resources for Great Activities” seminar. There are tons of lesson plans, activity guides, and the like already available to support your meetings.

To further emphasize the point:

What sorts of activities have you had success with during weekly squadron meetings?

Anticipated Responses:
Answers can vary. As students share their success stories, point back to the “T” table above to show how that success meets some of those criteria.
Cadet officers and NCOs will often lead activities, or assist seniors with teaching. How do you allow cadets to take a leadership role while also ensuring the activities will be of high quality?

**Anticipated Responses:**
Answers can vary. Perhaps the best practice is to use a “check ride” system like this:

<table>
<thead>
<tr>
<th>2 Weeks Prior</th>
<th>1 Week Prior</th>
<th>D-Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A senior or experienced cadet officer meets with the cadet to discuss goals and vision for the activity.</td>
<td>2. Cadet begins to do some thinking and finds and personalizes a lesson plan. Cadet should rely on published lesson plans vs. original work.*</td>
<td>3. “Check Ride.” Cadet presents their ideas in depth to the cadet officer or senior, who provides mentoring and quality control. Postpone the activity or class if the cadet is clearly not ready to take a leadership role.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. SQUADRON MEETING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cadet leads activity or class.</td>
</tr>
</tbody>
</table>

* If the squadron needs to develop a lesson plan from scratch, see section 2.5 in the *Cadet Staff Handbook* for some tips. *(Briefly show students this section, which is included in their student handout.)*
**MAIN POINT #4**

**GREAT SQUADRON MEETINGS REQUIRE THOROUGH PLANNING**

Planning is the key. How would you go about drafting, coordinating, publishing, and implementing a schedule for a weekly meeting? Who does what, when?

**Anticipated Response:**

Answers vary. A suggested flowchart is shown below. Consider diagramming this chart on the whiteboard. The chart is also included in the student handout.

<table>
<thead>
<tr>
<th>1. Cadet officer or senior begins drafting detailed meeting schedule</th>
<th>2. Cadet officer coordinates details with staff officers; submits proposed schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Commander or deputy reviews and approves schedule. If the cadet fails to deliver a schedule on time, they lose the privilege of planning that meeting.</td>
<td>4. Commander or designee publishes the schedule, asking all members to prepare accordingly</td>
</tr>
<tr>
<td>2 Weeks Prior</td>
<td>1 Week Prior</td>
</tr>
<tr>
<td>5. SQUADRON MEETING Schedule is implemented</td>
<td></td>
</tr>
<tr>
<td>D-Day</td>
<td></td>
</tr>
</tbody>
</table>
EMPHASIS ITEM: Refer students to the sample schedule in CAPP 52-15, 2.4, which is also reproduced here. Address some of the talking points shown in the margin. Emphasize that since great squadron meetings require thorough planning, every squadron needs to have a schedule looking something like this.

A detailed schedule shows that the unit has a plan and that cadets will be busy with meaningful activities.

When schedules are drafted using the quarterly schedule as a guide and emailed to members a week in advance, everyone can come prepared.

Begin on time and encourage promptness.

Plan ahead for future activities by scheduling time for announcements and sign-ups.

Gear activities to cadets of different experience levels.

Seniors can conduct business meetings concurrent with cadet activities.

Busy squadrons have administrative tasks to accomplish. Work them into the schedule.

Save time for awards and announcements.

Develop a habit of ending right on time.

---

**CIVIL AIR PATROL LANGLEY COMPOSITE SQUADRON** 1 December 2007

**UNIFORM:** Blues with tie & ribbons  C/MONTH & GUIDON: C/SrA Provost

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>LEADER</th>
<th>PLACE</th>
<th>OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1800</td>
<td><strong>STAFF ARRIVES</strong></td>
<td>Capt Garber</td>
<td>Office</td>
<td>C/Maj Curry</td>
</tr>
<tr>
<td></td>
<td>Plan Labor Day Bivouac</td>
<td>Maj Wilson</td>
<td>Main Room</td>
<td></td>
</tr>
<tr>
<td></td>
<td>National Anthem</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cadet Oath</td>
<td>C/Maj Curry</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Announcements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Sign Up: 26 Aug Hike</td>
<td>Capt Garber</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. OFlights: 5 Sept</td>
<td>1st Lt Yeager</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uniform Inspection</td>
<td>C/Maj Curry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1845</td>
<td><strong>EMPHASIS ITEM: Drill</strong></td>
<td>C/MSgt Feik</td>
<td>Outside</td>
<td>Capt Garber</td>
</tr>
<tr>
<td></td>
<td>Phase I Cadets: Columns</td>
<td>C/Sgt Arnold</td>
<td>Outside</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phase II Cadets: Guidon</td>
<td>C/MSgt Wright</td>
<td>Outside</td>
<td></td>
</tr>
<tr>
<td>1900</td>
<td><strong>CORE CURRICULUM</strong></td>
<td>Maj Spaatz</td>
<td>Main Room</td>
<td>For all cadets</td>
</tr>
<tr>
<td></td>
<td>Character Dev. Forum</td>
<td>1st Lt Yeager</td>
<td>Office</td>
<td>Seniors</td>
</tr>
<tr>
<td></td>
<td>Finance Meeting</td>
<td>na</td>
<td>Main Room</td>
<td></td>
</tr>
<tr>
<td>1950</td>
<td><strong>BREAK &amp; ADMIN TIME</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td><strong>SPECIAL TNG: Land Nav</strong></td>
<td>C/Maj Curry</td>
<td>Main Room</td>
<td>Capt Garber</td>
</tr>
<tr>
<td></td>
<td>Uniform Issue</td>
<td>1st Lt Yeager</td>
<td>Main Room</td>
<td>C/AB Lindbergh</td>
</tr>
<tr>
<td></td>
<td>CAPF 50 (C/MSgt Arnold)</td>
<td>C/2d Lt Eaker</td>
<td>Office</td>
<td>Maj Crossfield</td>
</tr>
<tr>
<td>2050</td>
<td><strong>CLOSING FORMATION</strong></td>
<td>Maj Wilson</td>
<td>Main Room</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Certificates of Appreciation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Wright Bros Award</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Dismissal (by 2100)</td>
<td></td>
<td></td>
<td>C/SSgt Goddard</td>
</tr>
</tbody>
</table>
Let’s summarize and try to be as comprehensive as possible. What are the hallmarks of great squadron meetings? What are the opposites of those virtues, the bad practices we want to avoid?

**Anticipated Response:**
Answers can vary. *Again, make a “T” table on the whiteboard and record students’ responses like this:*

<table>
<thead>
<tr>
<th>Great Meetings</th>
<th>Terrible Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin on time</td>
<td>Begin late</td>
</tr>
<tr>
<td>Detailed schedule</td>
<td>Schedule is vague or non-existent</td>
</tr>
<tr>
<td>Mostly hands-on activities</td>
<td>Mostly lecture</td>
</tr>
<tr>
<td>Instructors are well-prepared</td>
<td>Instructors “wing it”</td>
</tr>
<tr>
<td>Not just drill, drill, drill</td>
<td>Too much drill, drill, drill</td>
</tr>
<tr>
<td>Time budgeted for administrative tasks</td>
<td>Administrative tasks overflow the meeting</td>
</tr>
<tr>
<td>Announcements are brief, informative</td>
<td>Announcements disorganized &amp; drag on forever</td>
</tr>
<tr>
<td>Full staff knows what’s going on</td>
<td>No staff coordination</td>
</tr>
<tr>
<td>Classes lead by seniors &amp; ranking cadets</td>
<td>Entirely cadet run or entirely senior run</td>
</tr>
<tr>
<td>Follows the schedule</td>
<td>Ignores the schedule</td>
</tr>
<tr>
<td>End precisely on time</td>
<td>End late, after scheduled time</td>
</tr>
</tbody>
</table>

Planned, productive, fun = high attendance
Unplanned, unproductive, boring = low attendance

**FINAL THOUGHT**

How do you build a great squadron where cadets achieve, morale is high, and retention is high? It’s no mystery. The solution begins with planning great squadron meetings every week.
WEEKEND & SUMMER ACTIVITIES
Seminar M5  Lesson Plan

Scope: Why do cadets join CAP? Perhaps the most basic answer is that they're excited about the activities CAP offers. Although the squadron meeting is the nucleus of the Cadet Program, weekend and summer activities are perhaps the most exciting aspects of cadet life. In this seminar, students will share best practices for running squadron-level weekend activities, and discuss wing and national-level events as well.

Format: Guided Discussion

Duration: 30 minutes

Objectives: 1. Defend the idea that cadets should have an opportunity to participate in at least one special activity each month
2. Give examples of weekend activities squadrons can host on their own
3. Give examples of weekend and summer activities hosted by the group or wing
4. Identify activities that are prohibited / seriously restricted in the Cadet Program
5. Discuss best practices for managing cadet activities

Resources: No special resources are needed, but if possible, the instructor should personalize this seminar by sharing pictures of cadets participating in squadron and wing activities. Add photos to the powerpoint slides, and/or pass around a photo album.

STARTING POINT
Introduce yourself and state the seminar's topic.
The Goal:
Provide each cadet with an opportunity to participate in one fun weekend activity each month.

The Solution:
Squadrons and wings or groups need to work together and share the burden of organizing weekend activities.

One Way to Do It:

<table>
<thead>
<tr>
<th>Month</th>
<th>Squadron</th>
<th>Group or Wing</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Field Trip</td>
<td>Leadership Academy</td>
</tr>
<tr>
<td>February</td>
<td>O-Flights</td>
<td>Model Rocketry Day</td>
</tr>
<tr>
<td>March</td>
<td>Parade</td>
<td>Cadet Competition</td>
</tr>
<tr>
<td>April</td>
<td>Bivouac</td>
<td>Encampment</td>
</tr>
<tr>
<td>May</td>
<td>O-Flights</td>
<td>Wing Conference</td>
</tr>
<tr>
<td>June</td>
<td>Day Hike</td>
<td>Wreaths Across America</td>
</tr>
</tbody>
</table>

By working together and creating an arrangement like this one, the cadets win and the squadron is not overwhelmed.

**MOTIVATION**

Once again, the solution to CAP’s perennial retention problem is easy to see: keep cadets active. Active cadets have high morale. They advance quickly through the program. They make lots of friends. Having attended several activities, they are heavily invested in CAP and are apt to renew. For active cadets, CAP is one awesome experience after another.
MAIN POINT #1
SQUADRON-LEVEL WEEKEND ACTIVITIES

What are some good local activities that your unit has had success with? What does another squadron need to know about that activity if they want to follow your lead?

**Anticipated Responses:**
*Answers can vary. Some good examples include:*
- Orientation flights
- Model rocketry
- Bivouacs
- Satellite Tool Kit
- Parades and honor guard events
- Day hikes
- Field trips to museums, factories
- Community service
- Wreaths Across America
- Emergency services training
- Airshows

*Allow students ample time to discuss their success stories. Emphasize the need to offer a diverse mix of activities that touch on all aspects of CAP.*
Region & Wing Activities offer cadets experiences that are unavailable in their home unit. Moreover, they give ranking cadets additional opportunities to lead. Plus, everyone makes new friends.

What are some activities that our wing (and/or group) offers? What are those activities all about?

Anticipated Responses:
Answers can vary. Some good examples include:
- Encampment
- Leadership schools
- Wing conference
- Cadet competition
- Balls and dances
- Cadet Advisory Council meetings

Allow students ample time to discuss what is unique about each of these activities. Emphasize the benefits of supporting wing-level programs.

Show some pictures from recent wing and group activities, if possible.
MAINTPOINT #3
NATIONAL ACTIVITIES

INSTRUCTOR NOTE: Time is limited. Do not attempt to discuss NCSA application procedures in depth. The majority of this seminar should be devoted to discussing squadron and wing level activities.

National Cadet Special Activities aim to help answer America's call for an aerospace workforce. They allow cadets to develop advanced leadership skills, explore careers in the Air Force or aerospace industry, and fly.

What are some of the outstanding national activities available to cadets?

Anticipated Responses: Can vary. If anyone in attendance is a graduate of an NCSA, invite them to summarize the highlights of that activity.

In what ways do you see the National Cadet Special Activities program benefiting cadets? America?

Anticipated Responses: Cadets can check out a career that interests them; they will get to meet and be mentored by aerospace professionals; they will see how principles of aerospace science are used to create new technology; etc. America benefits because we need today's cadets to become tomorrow's professionals if America is to perpetuate our nation's global leadership in aviation, space, and technology.

[Lecture Item]
National Headquarters typically announces NCSAs in the fall. Cadets have until early January to apply. The application process may change slightly from one year to the next, but full details are available online. Keep in mind that NCSAs are open only to cadets who have graduated from encampment; they are essentially programs for “second year” cadets and beyond. Finally, there are opportunities for seniors to attend NCSAs as staff members. (Emphasize that the cap.gov/ncsa website has the details.)

TRANSITION
There are tons of activities at the local, state, and national level. Each is designed to give cadets hands-on opportunities to apply what they have learned during their weekly squadron meetings. Obviously, special activities don’t just happen, they require careful planning, which we’ll discuss next.
[ Lecture Item ]

Just because it could be a “fun” activity does not mean it is appropriate for CAP cadets. CAP policies restrict or highly regulate the following activities (see slide).

Hot Weather Rules: Also note that CAP has policies regarding cadet training in hot weather. These policies essentially codify common sense.

For details, see CAPR 52-16, chapter 1.
Cadets recognize quality when they see it. Again, from our exit surveys with former cadets, we know that they expect activities to be well-planned, and that the cadet staff should have a sense of ownership in the activity.

Key to an effective meeting is the use of hands-on activities. Cadets learn better in this environment. They forge bonds of trust among themselves and their senior member officers. By combining lessons from the text with practical experience, they reach a higher cognitive level of learning; they learn the why, not just the what. Most importantly, cadets value hands-on experiences more. They’ll remember it longer.

**What are some standard management practices you should follow when planning cadet activities?**

**Anticipated Responses:**
- Publicize the event 6-8 weeks in advance, or longer for major activities
- Invite cadet staff input throughout; all cadet officers to plan the event
- Ensure plenty of seniors or Cadet Sponsor Members will be available to chaperone
- Showstoppers are meals, lodging, and transportation
- Set a specific and measurable objective for the event; use SMART goals (see CAPP 52-15)
- Follow a written schedule
- Use “hands-on” activities more than lectures
- Keep parents informed
- Publish a list of required gear
- Provide travel directions to the event
- Have a safety plan
- Take pictures and issue a press release
- Have a back-up plan in case something goes wrong
- Begin and end on time

_Simply list or acknowledge the students’ responses at first, then come back to students’ list or the list on the slide, and encourage them to discuss each item in some depth. For example, for “publicize in advance” ask students how they announce special activities and get the word out._
The nucleus of the Cadet Program is the weekly squadron meeting. As discussed in the previous seminar, do more than just drill, and have a detailed schedule.

Weekend and summer activities are the Cadet Program’s electives. Working together, wings and squadrons can ensure the cadets have something fun to do one Saturday per month.

Cadets recognize quality when they see it. Follow standard management practices to ensure the activities are well-planned and worthwhile.

FINAL THOUGHT

Cadets join CAP because they’re excited by the activities we advertise. Is your squadron keeping the cadets busy one weekend per month? Active squadrons are successful squadrons.