

Building Community

Materials needed:

- Mural Recipe for Success open
- Kaboom Maze graphic open
- Kaboom maze Answer Key (you create)
- [Kaboom maze Sound effects](#)
- M&M packet or TP
- Timer to stay on track

Your Introduction/Framing

- Introduce yourself
- Explain this will be their group for the conference
- We are going to attempt to build a little community within this group; let get to know one another

Name/Introduction

Name Game: M&M or TP game

- Direct them to share a couple CAP facts and some facts about their personal life
- Goal is not to hear all of your CAP resume, but to get to know you inside and outside of CAP
- Tell them they have about 1 minute per person

Recipe for Success – Mural Whiteboard shared screen

- Explain with the purpose of the Recipe for success is
- Tell them how you want them to share – shout out, hands, chat, call on someone
 - Might be a good space to go “around the circle” so everyone can share
- Make sure they touch on:
 - This is a learning environment, we want to treat each other as colleagues and encourage sharing from all, we all bring unique personal and professional experience to the table, CAP experience is just one aspect that we bring to the table today.
 - Give space for others speak, don’t dominate
- Use nonverbal feedback
 - Head nodding, thumbs up
 - Reactions
 - Chat
- Have an open mind
 - They will be introduced to new ideas, from outside organizations
- Respect, we can disagree respectfully

Kaboom Maze

- Frame It
 - *“Plan a path to get your cadets through the molten lava pit to their planes. If your cadets step off the safe path they will hit a dreaded Kaboom. If you hit a kaboom you must start over.*
 - *You will take turns moving through the board, you may advance as much as you want until you hit a Kaboom. You must always take your turns in the same order.”*
- Game play
 - They should probably self-select an order – but don’t tell them that. If they go out of order they hit a kaboom (maybe a different sound effect then the normal Kaboom)
 - don’t be afraid to send a poison dart fish to take away the speech of those that are dominating.
 - Feel free to create and alter the path however you like as the game goes on to ensure they hit some struggles, but also make progress in the time allotted.
 - Feel free to adapt as you like. Maybe the serpent monster is now in the area and it is attracted to sound and they can’t talk (except to say the color/number of the next box) or the serpent monster will attack them. This includes chat (but maybe allow them to write and hold something up to the screen, if they think of it).
 - Once this part is employed, give them a few minutes to struggle then it is sometimes is useful to pause the game and give them 2-3 minutes to make a plan then continue on.
 - This gives a good debrief topic for planning and everyone knowing their role.
- Debrief: 10 minutes
 - Do you feel successful?
 - What was frustrating/challenging?
 - Did any leaders emerge?
 - How did it feel when you lost your ability to speak?
 - ****What analogies can you make from this activity to real life/leadership, etc.**

1	2	3	4	5	6	7	8	9
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1	2	3	4	5	6	7	8	9

Transfer:

- *“Keep some of these things in mind as we listen to the next speaker”*

Transition:

Make sure they have the journal handy to use for the conference.

They will automatically be pushed back into the main room when the time comes, they don’t have to do anything (this is different than last year).

While waiting they can change their name to what they want it to say. They may have to leave the conference and log back in.

Reflect: The Experiential Learning Cycle

Key point: Broad level understanding of the Experiential Ed cycle: Do. Reflect. Apply.

Materials:

- Personal Dry Erase Boards
- Mural White Board

Method: Open discussion

- Let's identify the key take aways – Drop some things in the chat
 - Focusing on participants hopes & dreams
 - Do. reflect. Apply.
- In your current working relationship with youth how do you see this playing in?
 - Help them to see how this will apply to their CAP life – through their CP officers
- What work or resources do you need to move towards a more intentional planning cycle with your people?
- How do you feel about what Adam has said?
- What was new about this method, what was familiar?
- How hard would this be to integrate? What steps would need to be taken?

**Method: Brainstorm: Personal Dry Erase Boards or Mural White Board

- Where do you see this being useful in CAP?
 - Jot a couple of ideas on your whiteboards and we will share them

Transfer

While Jon is speaking, keep in mind some of the things that we talked about in this brainstorm.

Missions Accomplished & Missed Opportunities: Airshow Schedule Redesign

During this session the speaker will send the participants into break out groups for about 14 minutes. You will facilitate this activity.

Key points: It's important to identify the emotional needs of the cadets first, before we leap into planning & problem solving, we need to know what problem we are solving: The priority is to help cadets grow and develop, not complete tasks.

- If we start with problem solving first, then we are prioritizing the task instead of remembering to focus on youth development.

Materials: Airshow schedule slide

Time: 14 minutes

To prepare for the small group activity, Jon will say the following and present this slide:

1. **Prioritize developing your own thinking and awareness; don't only focus on accomplishing the task.** Remember: this activity is about your development, not just completing a task. Do not jump straight into problem-solving: that would be prioritizing the task over your own learning.
2. **Identify the needs of youth development before acting.** Listen to your facilitator's questions and engage in really identifying the opportunities for youth development. Right now some of us are already in problem-solving mode, examining the schedule and coming up with ideas. That's great, but if we start with problem-solving then we are prioritizing accomplishing our task instead of remembering to focus on our own development. So, instead of beginning with "what can change in the schedule" we need to start with "what do cadets at this airshow need to support their development as young people?"
3. **Consider the diversity of cadets.** I encourage you to really push yourself to consider the many different types of young people in your wings. Think about the cadets who are a few years from entering the military, law enforcement, or emergency services. Consider the cadets who may be starting college soon, or might not go to college and pursue a career instead. Consider cadets who have no interest in aerospace education or airshows, and are volunteering at the airshow for other reasons: what might these reasons be? Consider the cadets who are struggling to know who they are or what they want to do.
What do all these cadets need to support their development as young people?

Here is our scenario: squadrons from across your wing will be participating in an airshow next month.

For those of you who may be unfamiliar, these are the typical tasks CAP cadets experience at an airshow: safety briefings, securing perimeters and crowd control, and (if cadets are lucky and get to ride in the golf cart) transporting people and materials.

In our scenario, you (as the Director of Cadet Programs) receive this email from the activity director:

Here is a draft schedule for next month's airshow. I remember our conversation around prioritizing a cadet's personal development along with task accomplishment, but I'm not sure how to go about it. Can you take a look and tell me your ideas for opportunities to help cadets develop? Here is what each cadet will do during the day:

CAP Cadets at an Airshow

Time	Duty
0730-0800	Sign in Safety briefing Assignment of duties
0800-1100	2.5 hours (security at static displays) 0.5 hours (free time to enjoy airshow displays)
1100-1130	Lunch break
1130-1400	Staff cadets: support logistics (transporting personnel, water, etc. on golf carts) Other cadets: security on flight line/taxiways
1400-1415	Break
1415-1515	Airfield cleanup
1515-1530	Safety debriefing Sign out

Facilitator Instructions

Ensure all participants have access to the mock schedule (share screen)

Lead small groups through these three steps by asking the questions and helping participants maintain focus on youth development. Ensure the corresponding ideas are reached (facilitators can share these ideas directly if participants do not reach them organically).

Do not allow the group to jump straight into action and problem-solving; ensure the group takes time to think through what cadets will experience internally and how these experiences can be leveraged for positive youth development.

You can begin with this introduction:

"Let's start by trying to understand: 'what do cadets at this airshow need to support their development as young people? What are cadets going to experience, how do we help them unpack it to support their development?"

Step:	Questions:	Ideas:
Understand potential youth experiences (5 minutes)	<p>1) Cadets will experience safety briefing/debriefing, security at displays and on airfield, cleaning up airfield. Higher-ranking cadets may support logistics (transporting people and materials in golf carts). How might cadets be impacted by performing these tasks? What might they experience? What might they learn about themselves or others?</p> <p>Internally what is happening with the cadets & their development – lets name and identify that</p>	<p>Cadets may have a diversity of experiences, some exciting and some boring, that can be valuable clues in their development (especially career exploration or self-awareness).</p> <p>There may be opportunities for cadets to explore how they dealt with unfamiliar situations, unclear roles, etc.</p> <p>Job skills & people skills that are happening that can tell people about themselves.</p>
Identify opportunities and understand impact (5 minutes)	<p>2) What opportunities are there for youth development? If these opportunities are missed, how might youth development be impacted?</p> <p>Talk about impact (not yet task, but youth development).</p> <p>What does that mean, identify ways to support that</p>	<p>Participants should brainstorm ideas.</p> <p>Cadets might be successful in tasks that “feel good” such as helping others, interacting with new people, or managing people and processes. But without intentional reflection of these experiences, cadets will not go any deeper than what felt “good” or “bad.” They will not understand how their own beliefs, actions, and attitudes contributed to what they experienced.</p> <p>Identifying opportunities, but not yet building them out.</p>
Practice (4 minutes)	<p>3) What ideas do you have for integrating reflection and youth development into this CAP activity? How would you reply to the Airshow activity commander’s email?</p> <p>What is the specific action plan?</p>	<p>Participants should brainstorm ideas.</p> <p>There must be time for cadets to reflect on their experiences during/after this activity, and this process must be supported and built into the schedule.</p>

When time its up your group will be pulled back to the main room.

Reflect: Missions Accomplished & Missed Opportunities

Key Point: Every CAP activity has room for reflection; I remember a time when I was impacted by reflection.

Materials:

- Flash Card Graphic
- Journals
- Journal Prompt Graphic

Method: Flash Cards

- Choose a word that describes how you are feeling about the session and what Jon has said.
 - Who would like to share?

Method: Journaling prompts

We are going to take 3-5 minutes to journal about our own personal experience with this. Select one of the prompts and write about it in the Journal that was mailed in your box.

Think about yourself as a young person (under 24ish):

- Is there a specific time in your life where a debrief or reflection was really impactful (personal or CAP related)? Do you think the experience would have had the same impact if you hadn't been given the space to reflect/process?
- Are there any missed opportunities that you can think of in your own personal experience, where had you been given the chance to reflect you may have learned something greater?

Does anyone want to share?

Why did we ask you to do this journaling prompt? -- To help them tie their own personal experience to the concepts we are teaching to make connections!

Transfer: Brainstorm: Journal, Personal Whiteboard, Mural, Chat, etc.

Seed that is planted for future

- What are some specific places where you personally could integrate the Experiential Learning Cycle into CAP activities?
- What would be required to make that successful?
- What resources do you need?

Reflect: Choice Theory & Large Group Share

Key Points: Understand that intrinsic motivation can be used to create intrinsically motivated followers

Materials:

- Personal Whiteboards
- Journals

Methods: Personal Whiteboard

- Write a short phrase describing how are you feeling about what Francesco has just said

Methods: Open Discussion

This session is packed with A LOT of information. Use whatever tools you'd like to engage in quality conversation to help students process the information. Here are some suggestions, you definitely won't have time to cover them all:

- What are some key takeaways from this lesson?
- What stood out to you?
- Does this align with anything you already know about human behavior or leadership?
- What seems confusing?
- What would you like to know more about?
- What questions do you still have for the speaker, Francesco?

Methods: Journal

- Pick 1-2 things you can integrate into your personal CAP life or leadership style
- Map that out/ write that out/outline it in actionable steps
 - Anyone like to share?

Prep for Large Group Share

Right after this session the groups will come back together to share about Choice Theory.

Select someone to be the group's spokesperson and have them share 1-2 key points/questions that your group discussed. They will have about 2 minutes to share.

Goal of the Large Group Share:

- To have an opportunity to hear what other groups discussed
- To ask any last questions to the instructor

INTENTIONAL PLANNING FOR MAXIMUM IMPACT

Key Points: Getting them to think about the specifics of intentional planning from the planner's perspective, so that when they are back in their role they might have some thoughts about what they need to do as those who oversee the planners.

Materials: Journals for taking notes

"Yesterday you spent the day participating in experiences and the reflecting on those experiences, in the role of participant. So now you are moving up a level into the leader/facilitator role. We are going to take some time to think though the intentional planning process, from a leader's standpoint."

Planning an Activity

Use the individual activities to work through the experiential learning cycle and have participants think about how they can plan and execute this for a group of cadets.

"Pretend you are the squadron Cadet Programs officers and you are in charge of planning this activity for the squadron, alongside the cadet commander."

The goal here is to work through the experiential learning cycle and the topics covered in the conference, not to focus too much on CAP regulations surrounding activity planning. Things they should consider:

- Where do you see the mantra of: Do. Reflect. Apply., or where could it be applied?
- What do you think are the learning objectives of this activity? What do you want the cadets to learn?
- What specific items need to be thought of ahead of time?
- What resources need to be on hand the day of to make it work?
- Draft out some specific questions that you would ask if you were facilitating the debrief/reflection.
 - What reflection methods would engage cadets
- Are there places where Choice Theory strategies could be applied?

Suggestion: talk through the first activity as a group, then give the participants some quiet time to work through the second activity individually. Third activity only if there is excess time.

- Activity #1: Your squadron is planning to spend a Saturday afternoon at the local climbing gym.
- Activity #2: Your squadron has O-flights coming up.
- Activity #3: What is an activity a squadron might do?
 - Have them plan for an activity of their selection, ie: SAR-EX, Bivouac, Air & Space Museum, Air Show.

Debrief

- What are your initial thoughts on this process?
- Is there anything difficult about this process?

Transfer:

****What will your CP officers need to be successful at integrating these strategies?**

MOVING FROM CONFERENCE TO REAL LIFE

Key Point: The goal here is to get them to think practically about their specific role and what they personally and specifically can do to support others in integrating these concepts into normal CAP routines.

“Ok so we just went though how a CP officer might engage with this process, let take ourselves up another level to the actual role you hold in CAP. How do you help your CP officers that fall under you in the chain of command incorporate what we learned this weekend into their regular routines?”

- Many of them will be in the DCP role, overseeing CP officers across an entire wing (state), or region.
- Some may be squadron commanders, so they could offer insight as to how their DCP could assist them.
- Others may be activity commanders.

“As we are discussing, open your journal and write down a few notes to help you remember specific items.”

Brainstorming

- How can we pass this information on to our squadron level CP officers? Or bring this to special activities? How do we get from this conference to carrying it out in real life?
- **How can we provide training in the topics we learned this weekend to CP officers?
 - All the speaker-sessions were recorded, all the facilitation curriculum will be available to members on our website, they essentially could run this conference for their wing.
 - Or they could pick a topic and create a webinar
 - Connect with the CP officer planning the wing’s next O-flights and help them work through the process.
- What resources do your CP Officers need to succeed?
- What challenges to you foresee?
 - Anyone have any solutions to that challenge?

Resources

Facilitation Recourses

- Show them on the website how to access the document resources available on the resources page of the Conference Hub. Direct them specifically to the facilitation debrief resource.
 - Go to: gocivilairpatrol.com/ydc2022

Method: One-Word-Whip

What is one action step you can take to improve your skills in this area?

- Take a minute to jot it down in your Journal

Reflect: Transfer New Knowledge

Key Points:

- Reflection is a key piece to learning
- A little intentionality in planning goes a long way in terms of cadet development
- Doesn't matter what the experience is, it matters if you are connecting it.

Materials:

- Mural Whiteboard

Transition: Quick share from a few people

Who wants to share an interesting fact or take away from your option block?

- If a conversation gets started, table it and encourage them to continue the discussion after the conference.
- All sessions were recorded and will be available on the website in the upcoming weeks if people missed something interesting

Brainstorm: Mural Whiteboard

Brainstorm really quickly all the take-aways from the weekend: tools, concepts, resources, theories, games, language, reflection strategies

- The goal is to get it in the forefront of their mind.

Open Discussion

- Where in the conference did you see the do, reflect, apply mantra in action?
 - ** What kind of intentional planning choices happened, or was it a happy accident?
- **How do you think the reflection/debrief/break out group sessions affected your learning this weekend?
 - **Do you think the impact would have been the same if you just listened to a speaker and then moved on to the next speaker?
 - **Why do you think that is so?
- What do you think were intentional decisions we as the conference planners made, and how do you think it affected your learning?
 - Facilitated break out groups
 - The questions asked
 - Order of the speakers
 - **Kaboom maze at the beginning so there was a frame of reference for the first session.
 - **Experiencing the Experiential Learning Cycle within the conference, not just talking about it: speaker experience, reflect, transfer to next activity/speaker

- Sending a journal to capture all your thought in one place.
- Experiencing varying types of reflection techniques
- During the Building Community block, creating an atmosphere where everyone felt comfortable sharing.
- Telling them how they were to share
- So much more!

Doesn't matter what the experience is, it matters if you are connecting it.

Journaling/ outline/Action plan

Take a moment to journal a few specific take-aways from this conference and how you specifically will implement them with your Cadet Programs Officers

- Who wants to Share?