

CIVIL
AIR
PATROL'S



RED RIBBON
LEADERSHIP
ACADEMY

CURRICULUM GUIDE

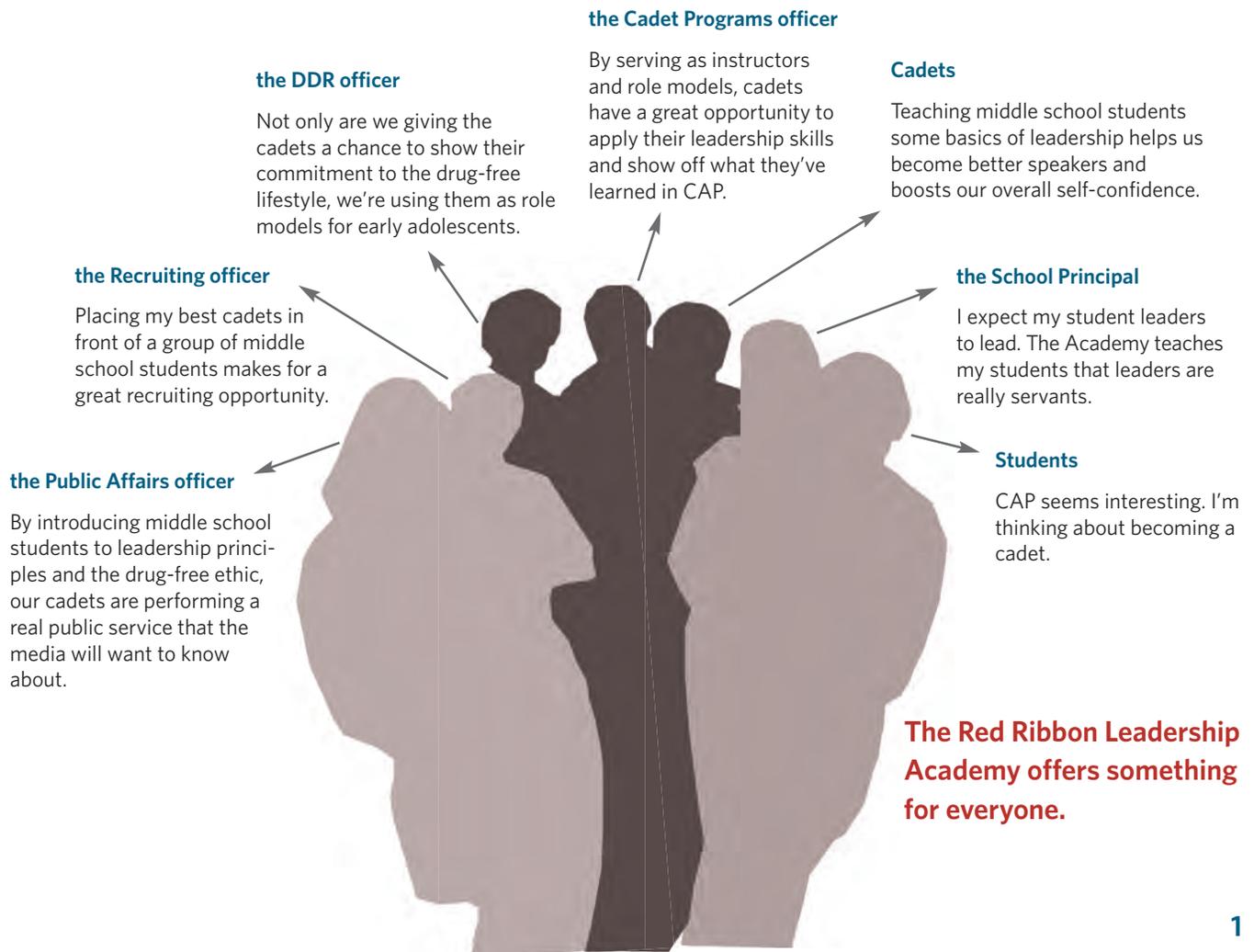
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The Red Ribbon Leadership Academy places high school aged cadet NCOs and officers in front of middle school students (non-cadets) to serve as role models and leadership educators during a 3-hour workshop. The “red ribbon” symbolizes the Academy’s role in promoting the drug-free ethic, in support of the National Red Ribbon Campaign.

Program Goals

- ✦ To equip middle school student leaders with a basic understanding of the art and science of leadership.
- ✦ To promote the drug-free ethic among middle school student leaders by using CAP cadets as role models.
- ✦ To provide a venue for cadet officers and NCOs to apply their leadership skills.
- ✦ To increase the Cadet Program’s visibility in the community and boost cadet recruiting.



Curriculum Outline

To fulfill the goals above, the Red Ribbon Leadership Academy is organized around the following seven elements:

- 1. Welcome & Overview.** Students learn about the Academy's goals and the day's plan of events. **5 min**
- 2. Icebreaker.** Cadets lead the students in an "icebreaker" activity. **20 min**
 - a. Students will get to know one another through a hands-on, fun activity.
 - b. Students will define the term "synergy" and explain why with teams, "Together Everyone Achieves More."
- 3. Leadership at the Movies.** Students will investigate what a leader is by analyzing selected scenes from films. **35 min**
 - a. Students will identify leadership traits they see portrayed in the film.
 - b. Students will encounter basic leadership vocabulary terms.
 - c. Students will explain why they believe the leader portrayed in the film is effective or ineffective.

Note: *Instructors use one of two lesson plans for this portion of the course.*
Lesson 3a explores the film *Invictus*, while Lesson 3b explores the film *Miracle*.
- 4. Servant Leadership.** Students will describe and defend the servant leadership concept. **40 min**
 - a. After being presented with a formal definition of leadership (using the servant leadership model), students will define leadership in their own words.
 - b. Through an introduction to the CAP Core Values, students will defend the idea that leading by example requires leaders to promote a drug-free ethic.
 - c. Students will compare and contrast the roles of boss and leader, and through a questionnaire determine what kind of leader they are.
 - d. Through case studies, students will identify examples of servant leadership in action.
- 5. Goal Setting.** Students will describe the characteristics of "smart" goals. **30 min**
 - a. Students will defend the principle that to be effective, leaders must set "smart" goals.
 - b. Students will appreciate the idea that a team will support the leader's goals only if the team has some say in what those goals are.
 - c. Students will explain how "multi-voting" can be used to reach a consensus.
 - d. Students will describe the five characteristics of "smart" goals.
 - d. Students will create two "smart" goals that are relevant to them personally.
- 6. Team Leadership Problem.** Students will participate in a team leadership problem where many of the concepts they've studied are put into practice. **30 min**
- 7. CAP Cadet Program.** Students will receive information about the CAP Cadet Program and be invited to join. **15 min**

Program Management

Host Unit

Because the Academy aims to reach middle school students in a given community, it is intended as a squadron-level activity. However, groups and wings are welcome to host the Academy, too.

Registration

Participating units register online via capmembers.com/RRLA. In turn, National Headquarters sends a RRLA kit to the squadron. The kit contains the following:

- 1 RRLA Curriculum Guide
- 20 RRLA Graduation Certificates
- 5 RRLA posters
- 1 DVD for the “Leadership at the Movies” lesson
- 20 RRLA student handouts and wallet cards
- 100 CAP cadet recruiting brochures

Reporting

Following the RRLA, the squadron project officer is asked to complete a simple RRLA Final Report online at capmembers.com/RRLA.

Squadron Recognition

Upon receiving the RRLA Final Report, National Headquarters sends a certificate of recognition to the squadron, via wing headquarters, for presentation by the Wing Commander at an appropriate venue.

Lesson Plans

Included in this curriculum guide are detailed, recipe-like lesson plans. Local leaders may adjust the lesson plans to match their needs or local resources. Cadet instructors should review the lesson plan thoroughly and discuss it with a senior member or experienced cadet officer. *Moreover, the cadet staff should run through the two team leadership problems (The Maze and Indiana’s Challenge) before the RRLA begins so they know how to set-up each TLP and to become familiar with the rules and objectives.*

Sign-In Procedures

Upon arrival, students should sign-in. The reason for this is two-fold. First, the project officer should obtain the students’ names and an emergency contact (ie: Mom’s cell phone). Second, the squadron should follow-up with an email to the students after the Academy, inviting them to the next CAP meeting. A suggested sign-in roster is found on page 7.

Suggested Planning Timeline

	9 weeks prior	8 weeks prior	7 weeks prior	6 weeks prior	5 weeks prior	4 weeks prior	3 weeks prior	2 weeks prior	1 week prior	D-Day	1 week after	2 weeks after
Squadron Commander	Approves RRLA as squadron activity; appoints a project officer and cadet commander			Checks with project officer to ensure he or she has all resources needed to succeed						Attends RRLA, if possible, to show support and provides assistance as needed	Presents staff with certificates in recognition of their leadership	
Project Officer working with Cadet Commander		Requests a kit from National Headquarters	Contacts area middle schools and finds a supportive principal	Determines RRLA date, time, and facility	Selects RRLA cadet staff	Begins advertising RRLA at local schools	Assigns cadet instructors to specific lessons Communicates expectations to cadet staff	Continues advertising RRLA via school intercom, posters, and other means	Closes student registration; makes head count and prepares for students	Oversees execution of the curriculum	Leads debriefing	Submits final report to NHQ Emails students, inviting them to next meeting
Public Affairs Officer								Announces RRLA in local media		Takes photos, collects quotes / testimonials from participants Submits news release immediately following RRLA		
Cadet Staff							Cadet staff's leadership meeting; discusses lesson plans & responsibilities		Briefs cadet commander and/or project officer on lesson preparations; goes through a "dry run" of assigned lesson	Executes RRLA curriculum	Participates in debriefing	Receives certificates in recognition of leadership
National Headquarters		Sends RRLA kit to requesting squadron										Receives final report from squadrons Sends certificate to squadron, via wing hq

People

Adult Leadership

A single senior member acting as project officer can coordinate the preparations. However, once on-scene at the Academy, there should be 3 or 4 senior members or cadet sponsor members present to serve as chaperones. Keep in mind that the adults are not just supervising a handful of cadets but up to twenty unfamiliar students as well.

Cadet Staff

Four to six cadet officers or NCOs are needed to serve on the cadet staff, with one cadet serving as the Academy's cadet commander. The idea is for these cadets to (1) serve as role models for the students and (2) to gain leadership experience for themselves. Therefore, it will be the cadet staff who leads all classes and activities, under senior member supervision. *Project officers are strongly urged to select only high school aged cadets for the cadet staff. For the cadets to be impressive role models, it's important that they be a bit older than the middle school aged students.*

Parents of Students

The middle school students are likely to be dropped off by their parents. Senior members should greet the parents, invite them to stay if interested, and provide a brief overview of the day's activities.

Suggested Schedule

Project officers are encouraged to follow the suggested schedule at right. The RRLA is limited to 3-hours because that amount of time is believed to be about right for the 11-13 year old age group.

Suggested Schedule

0845	Students Arrive Sign-In Distribute Student Guides
0900	Welcome & Overview
0905	Icebreaker
0925	Leadership at the Movies
1000	Servant Leadership
1040	Break / Snacks
1045	Smart Goals
1115	Team Leadership Problem
1145	CAP Cadet Program
1200	Presentation of Certificates & Conclusion

Equipment Checklist

Pre-Planning Phase

(provided by NHQ after squadron registers)

- RRLA Kit: Includes curriculum guide, letter to principals, posters, four 10' jump ropes, etc.
- RRLA Student Guide: 20 copies, including wallet cards
- DVD for "Leadership at the Movies"
- Graduation Certificates: 20 copies
- Sign-In Roster (included in Curriculum Guide)

Execution Phase

(to be provided by the squadron)

- LCD projector

- Computer
- TV set and DVD player, or a laptop with a DVD player and good speakers.
- Extension cord / power strip
- Whiteboard and markers or something similar
- Snacks
- 32 sheets of letter-size paper (preferably colored) for The Maze
- Masking or painter's tape for The Maze and Indiana's Challenge
- Orange pylon for Indiana's Challenge
- A basketball, soccer ball, or volleyball for Indiana's Challenge
- A few pens and pencils

Students' Sign-In Roster

NAME	AGE	PARENT OR GUARDIAN	PARENT OR GUARDIAN PHONE	EMAIL ADDRESS
1.				
2.				
3.				
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OFFICE OF THE NATIONAL COMMANDER

NATIONAL HEADQUARTERS

CIVIL AIR PATROL

UNITED STATES AIR FORCE AUXILIARY

1 July 2011

MEMORANDUM FOR ALL CAP COMMANDERS & THE CADET COMMUNITY AT LARGE

SUBJECT: Red Ribbon Leadership Academy

1. Command Intent. I would like to see better integration of our Cadet Programs mission and Drug Demand Reduction program. One year ago, I discussed this command intent at some length in a memo, and now I'm pleased to help launch a key initiative in this endeavor, our new Red Ribbon Leadership Academy (RRLA).

2. Program Concept & Goals. The RRLA places high school aged cadet NCOs and officers in front of middle school students (non-cadets) to serve as role models and leadership educators during a 3-hour workshop. The "red ribbon" symbolizes the Academy's role in promoting the drug-free ethic in support of the National Red Ribbon Campaign. My goals for the RRLA include:

- To equip middle school student leaders with a basic understanding of the art and science of leadership.
- To promote the drug-free ethic among middle school student leaders by using CAP cadets as role models.
- To provide a venue for cadet officers and NCOs to apply their leadership skills.
- To increase the Cadet Program's visibility in the community and boost cadet recruiting.

3. The Challenge. I challenge all cadet and composite squadrons to host a RRLA this fall, preferably during the month of October, during the National Red Ribbon Campaign. Working together, we can get at least 25% of our cadet units (at least 1 per wing) to host a RRLA in 2011.

4. What You Can Do Now. Visit the RRLA website, capmembers.com/rrla. Browse the materials. Order a RRLA kit, which will contain everything you need to get started, including:

- a curriculum guide, including recipe-like lesson plans
- a letter to school principals to help you get your foot in the door
- fliers advertising the program to place in schools
- a copy of the film *Invictus* or *Miracle*, which is used in a leadership class
- checklists, planning timelines, and the like

5. Recognition. Wing commanders will recognize participating squadrons with certificates. Squadrons will receive a credit as part of the Quality Cadet Unit Award (see capmembers.com/qcua). Moreover, when squadrons implement the RRLA properly, we're bound to increase our visibility in the community, provide leadership opportunities for our outstanding cadet NCOs and officers, and recruit some new cadets, too. The RRLA is a win-win-win for CAP in so many ways.

6. NHQ Support. If you have questions about this program, please contact Margaret Probst of the National Cadet Team at mprobst@capnhq.gov or (877) 227-9142 x412.

Thank you for continuing to support the cadets and our drug demand reduction efforts.



AMY S. COURTER
Major General, CAP
National Commander



CIVIL AIR PATROL
Curry Cadet Squadron
Anytown, USA

Date

Ms. Mary Jones
Principal, Anytown Middle School
123 Pleasant St
Anytown, USA 123456

Dear (Principal Jones),

You expect your school's team captains, student council representatives, and class officers to demonstrate positive leadership skills. But what does a middle school student really know about being a leader?

As a community service, high school aged Civil Air Patrol cadets from (town) who have completed a course in leadership would like to share their skills with up to 20 of your students during the **free** "Red Ribbon Leadership Academy." If you're not familiar with Civil Air Patrol, we are an Air Force-affiliated character program for teens. Our cadets learn about leadership, aerospace careers, fitness, and public service.

Through this workshop, your student attendees will emerge with ideas to help lead your school toward greater achievement and more positive interaction among the students. Moreover, with the workshop coinciding with America's "Red Ribbon" Drug-Free Awareness Month, the program will challenge your student leaders to promote the drug-free ethic.

This 3-hour workshop would be held on **Saturday (date) at (location)** from 9am until noon at (**location**, or if you prefer, at your school). Some of the topics students will explore include:

- "SMART" Goals: Learning how to set goals for yourself and your team
- Servant Leadership: Becoming a leader who puts the team's needs ahead of your own
- Leadership at the Movies: Learning to recognize leadership traits as portrayed by Hollywood
- Team Leadership Problems: Applying leadership skills with challenging and fun hands-on games and puzzles

If you would like to take advantage of this unique opportunity, we would request that you help us publicize the "Red Ribbon Leadership Academy" by granting us permission to display quality promotional posters in your school (such as the one enclosed) and to make one or more brief announcements over your PA system.

We would also ask that you work with your teachers and coaches to determine the best 20 attendees for this opportunity who could transfer what was learned in a positive, proactive manner in the school. A personal invitation from the principal to participate would be quite an honor to these students. Or, if you prefer, forego advertising our program and select the participants yourself.

Please consider this opportunity for your school, and I will follow-up with you via telephone in a few days. Or, if you wish, you may reach me at (phone and email). We want to work with you to help develop the youth of our community.

Sincerely,

JOE SMITH, Major, CAP
Director
Red Ribbon Leadership Academy

Lesson 1

Welcome & Overview

This brief talk simply welcomes the students to the Academy.

Overall Goal

Inform the students about what is planned for them during the Academy.

Lesson Outline

1. Our Goal for You

Have you ever thought of yourself as a leader? You're here because your principal believes you are indeed a leader. But what is leadership? And how do leaders lead?

Our goal this morning is to help you see yourself as a leader and to give you some tools you can use to lead yourselves and your classmates.

2. Schedule of Events

Show schedule on slide.

We have a lot of hands-on, fun activities planned that will help you develop your leadership skills.

3. Who We Are

Each of us is a cadet in the Civil Air Patrol. We've completed a course in leadership and now want to share what we've learned with you. *Introduce cadets very briefly.*

4. Ground Rules

Before we get started, some ground rules. Please silence your cell phone.... *Ensure everyone has signed-in and explain where the rest rooms are located.*

5. Conclusion

Now let's begin by getting to know one another through an Ice Breaker activity.

Immediately transition to LP#2 Icebreaker.

Estimated Duration 5 min

Lesson 2

Icebreaker: The Maze

The Maze is a group problem-solving and leadership activity.

Overall Goal

This activity is used as an “icebreaker,” a fun way to start the RRLA and introduce basic concepts of leadership.

Lesson Outline

1. Introduction	3 min
Objective of the Game	
Rules of Play	
2. The Maze – execution phase	10 min
3. Debriefing Questions	3 min
4. Conclusion	2 min
Estimated Duration	15-20 min

LESSON PLAN

Success Criteria

The group completes the task when all members successfully go through the maze without stepping on the incorrect bases. Each person must eventually pass through the maze, not just one person.

Equipment

You create the maze by using pieces of letter-sized paper. If possible, use colored paper, not plain old white copy paper. If your floor is made of vinyl tile, hardwood, concrete, or something similar, use tape to hold the bases in place.

Set-Up

Organize the bases about 2’ apart (one giant step), as shown in the diagram below. Depending on the number of students you have, you may want to have multiple stations. It is recommended that no more than 10 students use the same maze.

Rules of Play

1. Begin by telling the group where the entry spot is located.

Adapted from D.W. Midura and D.R. Glover, (2005), *Essentials of Teambuilding: Principles and Practices*, pp.103-105. Reproduced with permission of Human Kinetics (Champaign, IL).

Lesson 3a

Leadership at the Movies: "Invictus"

This lesson introduces the students to the trait theory of leadership by using the film *Invictus*. Use either this lesson or lesson 3b, *Miracle*, but not both.

Overall Goal

Students will identify and describe traits of positive, successful leaders.

Objectives

1. Watch carefully leadership traits on display in a scene from *Invictus*.
2. Identify and describe leadership traits demonstrated by the two main characters.
3. Explain why a team's performance can affect the larger institution, be it a school or a nation.

A/V Support

A cadet will be needed to cue the videos and manage the DVD player. This cadet should be someone other than the instructor.

Lesson Outline

- | | |
|---|--------|
| 1. Attention / Viewing: White Body Guards | 2 min |
| 2. Background Information About Nelson Mandela | 2 min |
| 3. Viewing: Rugby Captain Meets President | 6 min |
| 4. Discussion Questions | 10 min |
| 5. Take-Aways | 4 min |
| a. We can identify leaders by the traits they display. | |
| b. Leadership by example is the foundation of leadership. | |
| c. Young people can develop the same traits President Mandela displayed | |
| 6. Conclusion | 1 min |

Estimated Duration 25 - 35 min

LESSON PLAN

Attention: "White Body Guards"

Show Invictus 13:22 to 14:43 from where Jason, the head bodyguard, barges into President Mandela's office to complain that white guards have been assigned to his team. Following the clip, cue the film to 45:40 for the next scene to be discussed.

Background Information About Nelson Mandela

For 26 years, Nelson Mandela was imprisoned by the government of South Africa because of his political views. The nation governed itself under a policy called *apartheid* or segregation of South Africa into two societies, based on race. White South Africa was generally wealthy, healthy, well-educated, and happy. Black South Africa was terribly impoverished.

In the early 1990s, corrupt and unjust governments around the world were yielding to the popular demands of people for a fair society. It was in 1992 when Nelson Mandela was released from prison. Shortly thereafter, he was elected president of his nation.

But that's not the end of the story. President Mandela inherited a nation bitterly divided across racial lines. On one side you had the blacks, many of whom demanded retaliation against the minority (but wealthy) whites. On the other side, you had the whites, who feared the new government would be corrupt, petty, and interested only in bringing down the whites.

Which side did President Mandela pick? Which side would you pick?

President Mandela did not choose the black or the white side, but instead chose to fight for a unified South Africa.

Set-Up

In this next scene, President Mandela, played by Oscar winner Morgan Freeman, meets with the captain of the national rugby team, Francois Pienaar, played by Matt Damon. The team is expected to perform very poorly in the tournament, but watch as Mandela deftly plants a seed in the captain's mind. And as you watch ask yourself this: What is "leadership?" And what traits do you see in these characters that make them leaders?

Show Invictus from 45:40 to 51:15, from where Matt Damon enters the president's office until he tells his wife what the president wanted.

Discussion Questions

1. According to President Mandela, as portrayed by Morgan Freeman in this film, what is the essence of leadership?

Suggested Reply: Leadership includes “allowing me to expect more of myself” and to inspire a team not only to be their best, but to become even better than they thought they could.

2. What are some traits we see in President Mandela’s character that shows he’s a good leader?

<i>Humble</i>	Pours the tea himself instead of being waited upon
<i>Open-Minded</i>	Enjoys tea, even though it is a British and not African custom
<i>Polite</i>	Kind, welcoming, respectful, addresses his secretary as Mrs., etc.
<i>Informed</i>	Knows of Francois’ ankle injury; seems to take a personal interest in people
<i>Visionary</i>	Sees himself as president of a single nation, not two rival races; wants to use his leadership skill to make South Africa a successful and unified nation

3. What’s Francois’ philosophy of leadership? Is it a good one?

Suggested Reply: He tries to lead by example. Those who lead by example show that they are trustworthy, hard-working, and focused on the needs of the team.

4. What are some leadership traits we see in Francois?

<i>Good Listener</i>	Recognizes that though he’s a big-shot rugby star, President Mandela has much more life experience and therefore deserves his full attention
<i>Respectful</i>	Acknowledges that his job as rugby captain is nowhere near as challenging or important as President Mandela’s
<i>Team-Focused</i>	Understands that his job as captain is to help the team perform at its best so he tries to inspire with silence, with song, and aggressive play on the field
<i>Drug-Free</i>	Drug use never comes up, but we get the sense that Francois is an honest and pure competitor who does not tolerate drug use on his team.

5. What does the poem “Invictus” mean to Mandela? What might we expect “Invictus” to mean for South Africa as a nation?

Suggested Reply: When you’re down, you have to get yourself up. Mandela believes that even though South Africa is a wounded society, it can pull itself up and unify. As a leader, it is his job to show the citizens of South Africa how and why to do that.

6. Do you think the rugby team can have an impact on the nation overall?

7. Can sports teams, clubs, and the like in your school have a similar impact on overall student life?

Suggested Reply: According to President Mandela's philosophy, they will.

Take-Aways

Invictus looks like a good movie, but so what? So what? What can we take-away from this movie to help us become better leaders?

Suggested Reply:

We can identify leaders by the traits they display.

Leadership by example is the foundation of leadership.

Young people can develop the same traits President Mandela displayed.

Conclusion

Notice that President Mandela never explicitly directed Francois to go win the world cup. He was planting a seed that might blossom over time. So as not to spoil the movie, we won't say if the Spring Boks won the tournament, but Nelson Mandela was awarded the Nobel Peace Prize in 1994.

As middle schoolers, you might not have the same challenges as President Mandela, but you can try to develop some of the same leadership skills.

Lesson 3b

Leadership at the Movies: "Miracle"

This lesson introduces the students to the trait theory of leadership by using the film *Miracle*. Use either this lesson or lesson 3a, "Invictus," but not both.

Overall Goal

Students will identify and describe traits of positive, successful leaders.

Objectives

1. Watch carefully leadership traits on display in scenes from *Miracle*.
2. Identify and describe leadership traits demonstrated by the main character.
3. Explain why a team's performance can affect the larger institution, be it a school or a nation.

A/V Support

A cadet will be needed to cue the videos and manage the DVD player. This cadet should be someone other than the instructor.

Lesson Outline

- | | |
|--|-------|
| 1. Attention / Viewing: The Right Man for the Job | 4 min |
| 2. Background Information About the 1980 US Olympic Hockey Team | 2 min |
| 3. Viewing: Coach Brooks Goes Ballistic | 3 min |
| 4. Discussion Questions | 6 min |
| 5. Viewing: Coach Brooks Dismisses a Player | 2 min |
| 6. Discussion Questions | 5 min |
| 7. Take-Aways | 5 min |
| a. We can identify leaders by the traits they display. | |
| b. Leadership by example is the foundation of leadership. | |
| c. Young people can develop the same traits Coach Brooks displayed | |
| 8. Conclusion | 1 min |

Estimated Duration 28 - 35 min

LESSON PLAN

Attention: "The Right Man for the Job"

Show Miracle 3:56 to 6:10 from where Kurt Russell interviews for the job of head coach, until the end of the interviewers' questions. Following the clip, cue the film to 1:24:05 for the next scene to be discussed.

1. What are some of the leadership traits we see here in Coach Brooks, played by Kurt Russell?

Innovation Willing to try a totally new approach to selecting, training, and playing hockey.

Honesty Brooks doesn't try to weasel into the job, he speaks his mind politely but frankly and presents his philosophy as honestly as possible.

Preparation Clearly Coach Brooks has come to this interview having already invested a great deal of thought into where the hockey program needs to go.

Background Information About the 1980 U.S. Olympic Hockey Team

In 1979-80, as the U.S. Hockey Team was preparing for the 1980 Olympics, the United States was facing what President Carter called a "crisis of confidence."

The economy was terrible. People were losing their homes and their jobs. As a nation, we felt we had lost, or at least not won, our most recent war, Vietnam. If you wanted to fill-up your car with gas, you'd have to go only on certain days and wait in very long lines. President Richard Nixon had quit the White House in disgrace. Worst of all, Iranian revolutionaries stormed the U.S. embassy in Tehran and captured 52 Americans, holding them hostage for 444 days. We dispatched soldiers to try to free the hostages, but the mission failed, killing 8 of our troops. It seemed that the 1970s were one disaster after another for the United States. The struggles of the 1980 U.S. Olympic Hockey Team take place against this backdrop of pessimism.

Set-Up: Coach Brooks Goes Ballistic

In this next scene, Herb Brooks, played by Kurt Russell, has become head coach and we're already through our hockey practices and into the Olympics itself. Despite working his team hard, they just aren't coming together. They lack that spark, that something extra that can lead them to achieve.

Show Miracle from 1:24:05 to 1:25:34, from where Kurt Russell enters the locker room until Noah Emmerich says he'll clean up. Following the clip, cue the film to 1:08:00 for the next discussion.

Discussion Questions: Coach Brooks Goes Ballistic

1. What does “motivation” mean? Why is motivation important for members of a team?
2. Motivation is the reason for an action. Motivation is your “why,” it’s why you choose to do something.

Note: Motivation is different from talent. The world is full of talented people who never reached their potential.

3. What are some leadership traits we see here in Coach Brooks?

Challenge Boy, does he challenge his players! He pushes them to play through injury and do better than they think is their best.

Directness Coach Brooks does not mince words, he speaks plainly and directly. There’s no second-guessing what he’s trying to tell you.

Enthusiasm By tossing the table, Coach Brooks showed a flair for the dramatic, a communications technique for getting his team to pay attention.

Focus In Coach Brooks’ mind, winning matters. Reaching your potential is a means toward that end, but overall, winning is the goal. He’s focused on winning.

Drug-Free Although drug-use never comes up, we get the impression that Coach Brooks would never tolerate drugs – they could only hurt his team and even disqualify them from the Olympics.

4. Would you have taken the same approach that Coach Brooks did? Why or why not?

Suggested Reply: Let’s hope not!

First, Coach Brooks is a highly-experienced leader who knows what he’s doing. You saw that fact acknowledged when the assistant coach’s eyes lit-up and he said, “I’ll clean up.”

Second, Coach Brooks’ extreme actions are offered up in an extreme setting – the Olympics. Middle school students face challenges, no doubt, but middle school games, club meetings, and student councils are not the Olympics.

Third, as young new leaders, one of your main jobs is learning how to deal with people in a polite, respectful way. The heavy-handed approach simply isn’t right for you, or for your team mates.

Set-Up: Coach Brooks Dismisses a Player

Is Coach Brooks always so aggressive as a leader? In this next scene, you'll see him take an entirely different approach to the leadership challenge.

Show Miracle from 1:08:00 to 1:10:20, the totality of the scene where Kurt Russell has to dismiss one of his players.

Discussion Questions: Coach Brooks Dismisses a Player

1. What happened to Coach Brooks, the table-throwing, screaming, in-your-face coach from the previous scene?

Suggested Reply: Coach Brooks is the same man he always was. Only the situation has changed. Coach Brooks shows that when the need arises, he can be a loud, aggressive leader. He can also be a caring, supportive leader if that is what the situation calls for.

2. What leadership traits do we see on display here in Coach Brooks?

Suggested Reply:

<i>Respect</i>	Coach Brooks shows respect for his player. He knows this news is disappointing, and shows that he understands how tough it is. He doesn't belittle his player, but thanks him for giving his very best.
<i>Decisive</i>	Coach Brooks had to cut one player, but he debated that decision before the meeting, not during it. He was decisive. His clear decision allowed the player to move on with his life, versus trying to weasel out of the tough decision and leaving room for hope that wasn't really there, false hope that would have left the poor player hanging.
<i>Team-Focus</i>	Some people delay making the tough decisions, but Coach Brooks did not. He had a team-focus. That is, he knew the team as a whole needed to move on and get ready for the Olympics. If Coach Brooks had prolonged the decision to cut this player, he would've been harming the team's ability to focus for the long-term.
<i>Drug-Free</i>	Again, drug use does not come up directly, but it's worth noting that Coach Brooks and his player face their challenges head-on, and don't indicate in any way that they'll turn to drugs to escape their problems.

3. How would you want a leader to treat you if you were getting bad news?

4. Would you be okay with how Coach Brooks treated this player if you were being cut from the team?

Take-Aways

Miracle looks like a good movie, but so what? So what? What can we take-away from this movie to help us become better leaders?

Suggested Reply:

We can identify leaders by the traits they display.

Leadership by example is the foundation of leadership.

Young people can develop the same traits Coach Brooks displayed.

Conclusion

If you gave 110% everyday, all the time, Coach Brooks would love and respect you. But if you gave 99%, he'd be furious. Coach Brooks believed that you can't really perform in life unless you give 110%. Moreover, he believed that we often think we're giving 110% when in actuality, we're still holding back. You really have to push yourself to reach your fullest potential. Of course, saying no to drugs is something you just have to do to fulfill your potential.

As middle schoolers, you might not have the same challenges as Coach Brooks, but you can try to develop some of the same leadership skills.

Lesson 4

Servant Leadership

This lesson introduces the students to servant leadership, the idea that the leader's main job is to serve the team and lead in a positive, encouraging, and inclusive way.

Overall Goal

Students will describe and defend the servant leadership concept.

Objectives

1. After being presented with a formal definition of leadership (using the servant leadership model), students will define leadership in their own words.
2. Through an introduction to the CAP Core Values, students will defend the idea that leading by example requires leaders to follow a code of honor and promote a drug-free ethic.
3. Students will compare and contrast the roles of boss and leader, and through a questionnaire determine what kind of leader they are.
4. Through case studies, students will discuss ways to demonstrate servant leadership.

Instructor Prep

The cadet instructor should review *Learn to Lead*, Volume 1, pages 63-67, and Volume 2, pages 12-14, prior to the class. See capmembers.com/L2L for PDF versions of the text.

Lesson Outline

- | | |
|---|--------|
| 1. Attention: Cadet Psycho | 2 min |
| 2. Main Point #1 Definition of (servant) leadership | 5 min |
| a. Students' definitions | |
| b. Examples of servant leadership | |
| 3. Main Point #2 Core Values | 10 min |
| a. Core Values gives leaders a foundation for servant leadership | |
| b. CAP's four core values | |
| c. What are your core values? | |
| d. The drug-free ethic | |
| 4. Main Point #3 Boss vs. Leader | 10 min |
| a. One way to think about servant leadership is by comparing bosses and leaders | |
| b. Questionnaire: your leadership style | |
| c. T-chart comparison: boss and leader | |
| 5. Case Studies | 10 min |
| 6. Conclusion: Martin Luther King | 1 min |

Estimated Duration 35 - 45 min

LESSON PLAN

Attention.

Have one cadet who has a flair for the dramatic play *Cadet Psycho*. If possible, *Cadet Psycho* should out-rank the instructor.

CADET INSTRUCTOR: *Introduce yourself and your topic.*

CADET PSYCHO: (*Screaming out of control to the cadet instructor*) "I order you to shine your shoes, gimme one hundred push-ups, and do my math homework!"

CADET INSTRUCTOR: (*Calmly and rhetorically*) "Is this what you call leadership?"

CADET PSYCHO: (*continuing*) "Now move it, cadet, my math problems won't solve themselves!"

CADET INSTRUCTOR: (*cool and collected*) "He can scream all he wants, but that's not leadership, that's intimidation. Thank you for the bad example, you may be seated."

Main Point 1. Servant Leadership Defined

A. From watching our film clips, we learned that:

- leaders influence people in a positive way
- leaders help the team reach its goals

B. *Have one cadet portray Cadet Cool*

CADET COOL: (*Calmly and confidently addresses the cadet instructor*): "Cadet (Name), we've got the Cadet Olympics coming up. Everyone on the team needs to get into shape. I know you struggle as a runner, so how about we meet after school and go running together?"

CADET INSTRUCTOR: Leadership is not about controlling people, but serving them. This philosophy is called servant leadership. (*Cadet Cool sits down*)

Servant leaders build teamwork, show fairness, and help the team reach its goals by being a servant of the team.

Servant leaders: (*write on white board*)

- help the team succeed
- put the team's needs ahead of their own
- lead by example
- treat others fairly and with respect
- try to persuade people, not boss them around

Discussion Questions:

- What is servant leadership in your own words?
- Who can give us an example of servant leadership?

Main Point 2. Core Values

CADET PSYCHO: (this time addresses the cadet instructor in a mellow and “high” attitude)
“Dude, I’m like your leader, so I’m supposed to serve you and help you. Wanna come over my house and get high on weed?”

CADET INSTRUCTOR: Once again, Cadet Psycho just doesn’t get it.

To be a servant leader, you need an honor code, a set of noble principles you try hard to live up to. As cadets, we call those principles of right and wrong our Core Values. (*Use white board*)

Integrity: Cadets have integrity. What does that mean?

- We expect one another to be honest.
- You ought to be able to trust someone who is wearing the uniform of the U.S. Air Force.
- If the basketball coach asks you as team captain to lead the team in running 20 laps, you’ll do that, even if the coach isn’t watching.

Service: Cadets put “service before self”. What does that mean?

- We expect cadets to put the team’s needs ahead of their own.
- We expect cadets to volunteer their time and energy doing good for the community.
- And as we’ve said, we try to practice servant leadership.
- If elected class president, you’ll tell your principal how to make school life better for your classmates, not just gloat about your title as president.

Excellence: Cadets strive for “excellence in all we do” What does that mean?

- We expect cadets to be gung-ho and hard-charging.
- We think that when a cadet puts on a uniform, that means they’re willing to set high standards for themselves.
- As the drama club’s student director, you’ll get everyone focused and working during rehearsals so that your play turns out great.
- As a member of a sports team, you’ll speak up against drug use. You and your team can’t pursue excellence when drugs are part of your life.

Respect: Cadets show respect to everyone they meet

- Cadets follow the golden rule: do unto others as you would have them do unto you.
- Whether we’re in uniform or in normal clothes, we know we represent our cadet squadron, CAP, and the Air Force, so we treat people with respect.
- A student council member, club president, team captain, or other leader would stand up for the kids who get picked on.

Integrity, Service, Excellence and Respect are our Core Values. Do you have any other values of your own?

What happens if leaders don’t adopt a personal honor code and try to live up to Core Values?

Main Point 3. Boss vs. Leader

Getting back to the idea of servant leadership, what kind of leader are you? Have you ever thought about yourself as a leader? (*Refer to questionnaire in student guide.*)

Problem 1

You are promoted to colonel and put in charge of 1,000 troops. The unit has a distinguished history. Its officers have a reputation for being capable and effective. The troops generally get along well with one another.

The unit has been out on the front lines for a week. As soon as you arrive, you're ordered to attack a heavily defended position two days from now. There has been little preparation for this operation and there are many unanswered questions about how to make the attack.

What do you do?

Choice A: Go out and meet the troops in the field. Let them know personally that you support them. Leave the planning of the assault in the hands of your lieutenants.

Choice B: Plan the assault personally. Let your officers assure the troops that you, their new colonel, is behind them, even though they haven't personally met you yet.

Problem 2

Your attack is delayed by two days. This gives you more time for planning. Your scouts have reported back that they can't even see the enemy, although there's no doubt they are still present and ready to defend against your attack.

Your lieutenants worry that they don't know what to do. They're confused as to when, where, and how they are to attack.

When meeting with your senior staff to plan for the attack, how do you proceed?

Choice A: The enemy could try to repel your attack in at least ten ways, so you feel that you have to be prepared for every possible situation. You create several detailed plans, one to beat each different type of defense. You insist your lieutenants memorize all ten plans so they can be prepared for anything.

Choice B: You come up with a general plan and leave room for flexibility. Because you have confidence in your troops' capabilities, you feel you don't have to create a painstakingly detailed plan. Although having a general plan will give your troops a basic idea of how to win the fight, you admit that the general plan can't anticipate every defense, so your people will just have to do the best they can.

Problem 3

The assault on the enemy fortress is in full swing. Your unit has done well, but is taking heavy casualties and now appears to be stalled.

The attack was a complicated one which required three separate teams to coordinated assaults. Initially, the three teams were working perfectly together, but the enemy has now

jammed your radio communications. From where you are in headquarters five miles from the fighting, it is difficult to determine what is happening or to provide guidance.

What do you do?

Choice A: Immediately get into your jeep, ride to the front and attempt to find out in person what is happening to each team. Note that you may come under heavy fire, and visiting each team could take a long time, during which the situation could change yet again.

Choice B: Resist the urge to go to the front. Instead, stay in control at headquarters, attempting to make sense of the broken, intermittent communications. You also send messengers to each team, in hopes that they can quickly report back what they see, though you're not sure if they can make it back alive.

Problem 4

You've sent in your reserve forces and are now winning the battle. Victory seems just a little ways away. The enemy commander has come to you for a meeting under flag of truce.

The enemy commander has agreed to order his troops to lay down their arms if, and only if, you negotiate the terms of their surrender, including personal protection for his family. He also asks that certain religious sites in the immediate facility NOT be occupied by your troops as part of the agreement, even though you were ordered to take control of the entire area.

He says that if you do not negotiate immediately, his troops will fight "kamikaze style," senselessly trying to kill you and your troops even if they're sure to die in the process.

What do you do.

Choice A: Negotiate with the enemy commander. You'll have achieved most of your objectives, gotten the enemy to surrender, and saved lives by stopping the fighting. You reason that you're the highest ranking person on scene, so you have to make a decision, even though no one authorized you to negotiate with the enemy.

Choice B: Because no one has authorized you to negotiate with the enemy, and because your orders are to seize total control of the area, you decide to reject the enemy's offer. Instead, you send a messenger to ask your general for instructions on how to reply to the enemy commander. In the meantime, your troops will keep fighting, even though the "kamikaze" attacks are sure to produce heavy casualties.

Scorecard. What kind of leader are you? (raise hands)

hands-on, do-it-yourself kind	AAAA
people person	AAAB, AABB, ABBB, ABAB
big picture visionary & delegating leader	BBBB
careful planner	BBAA, BAAA, BAAB, BBAB
the "just do it" or "get 'er done" leader?	AABA, BABA
mixed-style leader who adapts to the situation	BBBA, ABAA, BABB, ABBA

The decisions you make tell the world what kind of leader you are. If you believe that servant leadership is a good way to lead and help the team succeed, you need to choose to be a leader and not a boss.

(Create two columns on the board, one labeled "boss," the other "leader." Write down the students' responses in the appropriate column. Some suggested replies are shown below.)

Boss	Leader
Says "I"	Says "We"
Inspires fear	Inspires enthusiasm
Fixes blame	Fixes problems
Says "Go!"	Says "Let's go!"
Drives	Leads

But what's the difference? When you think of a "leader" what comes to mind?

Follow up: as students offer responses, ask them to elaborate – how does that trait make you feel, and do you find it useful for the team?

When you think of a "boss" what comes to mind?

Follow up: as students offer responses, ask them to elaborate – how does that trait make you feel, and do you find it useful for the team?

Main Point 4. Case Studies

Break the class into small groups (preferably 4 or 5 students each), with one cadet assigned to each group.

Have each group tackle one case study. Give the students a few minutes to read their case study and come up with a solution to the problem. When they're ready, have the students of each group explain their solution to a cadet. The cadet's job is to challenge the students' responses and ensure the students are applying the principles of servant leadership.

Case Study A: The Poor Kid on the Soccer Team

You're a co-captain for your school's soccer team. Most everyone on your team plays aggressively, wants to win, and works hard during practices. One player, Taylor, wears really cheap sneakers to practice instead of cleats. People pick on him because of it. Unfortunately, even the coach doesn't like Taylor and it shows. When kids pick on Taylor, the coach pretends not to hear them.

The team is forming-up for the team photo when your co-captain blurts out, "Hey Taylor, stand in the back row so your lame sneakers can't be seen. The rest of us don't want to look like losers." What do you do at that moment? What do you do over the next few practices?

Ideal Solution: You should speak up in defense of Taylor. Over the next few practices, you should make a point to cheer Taylor on and encourage him or her to try hard. It also would be helpful to privately ask the coach to support Taylor more. By publicly supporting Taylor, you show the team what it means to be a real "team."

Possible Challenges:

In supporting Taylor, aren't you worried that your teammates will mock you for supporting such a loser?

What impact does your coach's behavior have on your challenge as a leader?

Is it better to tackle this problem head-on by telling everyone all at once to stop picking on Taylor, or should you try to laugh it off, or maybe do nothing right then but wait for a better time to do something in support of Taylor?

Case Study B: The 8th Grade Graduation Party

Summer is almost here and as the vice president of the 8th grade class, you're helping your fellow class officers decide how the class will celebrate its graduation from middle school. Besides you, there is a class president, a treasurer, a secretary, and three at-large representatives who serve as class officers. The seven of you are disappointed that the class' magazine sales drive raised only \$5,000, well short of the \$10,000 you needed so the class could celebrate graduation together at Surf Coaster, an awesome water park in your area.

The class president has an idea. "Since we can't afford taking everyone in our class to Surf

Coaster, how about we have a huge picnic right on our school's athletic fields. We could have hot dogs, hamburgers, a massive ice cream bar, and other great eats for about \$2000. That would leave \$3000. Then we'd put \$2300 of that money in the bank and maybe use it next year in ninth grade."

"What about the remaining \$700?" you ask.

"The \$700 will pay for the seven of us class officers to travel to Surf Coaster, pay for our admission into the water park, plus have plenty of money for food, drinks, and video games."

"Awesome!" cries the treasurer.

"Yeah! If the whole class can't go to Surf Coaster, at least the officers should be able to go. After all, we've worked hard all year," adds the secretary.

What do you do?

Ideal Solution: You should speak out against the idea because it is self-serving. The persuasive route is probably a good idea. Ask the other officers, "Have you guys thought about how our classmates will react when they hear that only the officers are going to Surf Coaster?"

Possible Challenges:

Are the class officers displaying servant leadership? Why or why not?

How do you get the class officers to see that they're being self-serving?

Do you confront them right there and say the trip to Surf Coaster is a bad idea? Do you say nothing and try to persuade people to change their minds on an individual basis later? Do you bring your concerns to a teacher?

Does the fact that the self-serving idea comes from the president have any effect on the situation?

Conclusion.

Slide shows image of Martin Luther King and his quote about "anybody can serve"

To play audio, click the quotation area on the slide.

Lesson 5

Goal Setting

This lesson introduces the students to goal setting, the idea that effective leaders know how to set specific and measurable or “smart” goals for themselves and their teams.

Overall Goal

Students will construct two “smart” goals that are relevant to them personally.

Objectives

1. Students will defend the principle that to be effective, leaders must set “smart” goals.
2. Students will appreciate the idea that a team will support the leader’s goals only if the team has some say in what those goals are.
3. Students will explain how “multi-voting” can be used to reach a consensus.
4. Students will describe the five characteristics of “smart” goals.
5. Students will create two “smart” goals that are relevant to them personally.

Instructor Prep

Prior to the class, the cadet instructor should review *Learn to Lead*, Volume 1, pages 32-24, and Volume 2, pages 60-61. See capmembers.com/L2L. Also review pages 10-11 in the Cadet Staff Handbook. See capmembers.com/library.

Set-Up

To save time, list the pizza choices of Main Point #2 on the white board prior to class.

Lesson Outline

- | | |
|--|--------|
| 1. Attention: Cadet Psycho | 2 min |
| 2. Main Point #1 Leaders Need Goals | 2 min |
| 3. Main Point #2 Leaders Need to Develop Consensus | 5 min |
| 4. Main Point #3 Anatomy of Smart Goals | 10 min |
| a. Anatomy of smart goals | |
| b. Possible examples of smart goals | |
| 5. Exercise: Creating Smart Goals | 10 min |
| a. Individual work & tutoring | |
| b. Sharing of smart goals | |
| 6. Conclusion: Eric’s Story | 2 min |

Estimated Duration 30 – 35 min

LESSON PLAN

Attention

Have three cadets pose questions to a fourth cadet who plays Cadet Psycho. It may be helpful to have the cadet who played Cadet Psycho in the earlier lesson reprise his or her role here.

CADET A: "Hey, Cadet Psycho, what will we do in our squadron this year?"

CADET PSYCHO: "I'm not sure. We'll figure something out."

CADET B: Is it true you want to become a fighter pilot?

CADET PSYCHO: Yes. I want to fly the F-22 Raptor, the most state-of-the-art fighter.

CADET B: How will you reach that goal?

CADET PSYCHO: Oh, when I grow up, I figure I'll just become a fighter pilot.

CADET C: Cadet Psycho, you volunteered our squadron to proofread the New York City phonebook?

CADET PSYCHO: Yep, sure did.

CADET C: But that's incredibly boring and stupid. And it's 2,000 pages long!

CADET PSYCHO: But it's my goal. And we have to get it done by Friday.

CADETS A, B, & C: Well, it's not our goal.

Main Point 1. Leaders Need Goals

Leaders need to know how to set goals. And not just vague goals, but smart goals, dreams with deadlines.

Why is that?

Two quotes make this point clear:

(1) "If you don't know where you're going, you might not get there."
Yogi Berra

(2) "Would you tell me, please, which way I ought to go from here?"

"That depends a good deal on where you want to get to," said the Cat.

"I don't much care where--" said Alice.

"Then it doesn't matter which way you go," said the Cat.

Alice's Adventures in Wonderland
Lewis Carroll

Main Point 2. Leaders Need to Develop Consensus

From our earlier example where Cadet Psycho set a goal of proofreading the New York City phone book, that goal failed because the other cadets were against it. As a leader, Cadet Psycho failed to develop a consensus.

What does it mean to develop a consensus?

Why do politicians, in particular, need to develop a consensus?

What are some things leaders do to build a consensus? (*List on white board.*)

Examples include:

Be a good listener

Invite people to share their ideas

Explain how your idea is good for you, the team, and your teammates

Look for “win / win” situations, not “I win / you lose” situations

Suppose we were to have pizza together. Raise your hand to vote for the type of pizza you’d like to eat. (*Allow everyone in the room to vote; tally the votes on the board.*)

Pepperoni, thin crust

Veggie

Pepperoni, deep dish

Veggie, hold the onions

Cheese, thin crust

Veggie, hold the mushrooms

Cheese, deep dish

Veggie, extra peppers

Meat Lover’s

White

Meat Lover’s, with anchovies

Supreme, thin crust

Meat Lover’s, with Canadian bacon

Supreme, deep dish

Hawaiian

Other

It’s assumed that there will be no clear consensus. The votes will be all over the map.

When you have only one vote, it’s hard to build a consensus. Therefore, leaders sometimes use a technique called multi-voting to make decisions and reach a consensus.

Allow everyone to vote again, but this time give each person two votes.

It’s assumed that a consensus will emerge or at least start to emerge. Perhaps the pizza that was the #3 most popular in the first vote will emerge as the consensus choice.

What implications do multi-voting create in goal-setting?

Next time your club is debating what activities and projects to set as goals, multi-voting can help your group figure out which project emerges as the consensus choice.

Main Point 3. Anatomy of Smart Goals

Goals are dreams with deadlines. How do you set goals? What process should you follow? One approach is called "S.M.A.R.T. Goals." *Have the students use their Smart goals worksheet in their student guide to take notes as you work through each part of the acronym.*

Specific

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

Who:

What:

Where:

When:

Which:

Why:

Who is involved? What do I want to accomplish?

Identify a location. Establish a time frame. Identify requirements and constraints.

Identify specific reasons or the benefits of accomplishing the goal.

Example: A general goal would be, "Get in shape." But a specific goal would say, "Join a health club and workout 3 days a week."

Measurable

Establish concrete standards for measuring progress toward the attainment of each goal.

When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort.

To determine if your goal is measurable, ask questions such as How much? How many? How will I know when it is accomplished?

Attainable

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

Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them.

When you list your goals you build your self-image, you see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

Realistic

To be realistic, a goal must represent an objective toward which you are both willing and able to work.

A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished seemed easy simply because they were a labor of love.

Your goal is probably realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past, or ask yourself what conditions would have to exist to accomplish this goal.

Timely

A goal must be timely. After all, goals are dreams with deadlines. The deadline is what makes a goal timely. Without deadlines or checkpoints along the way, you are apt never to reach your goal. You'll succumb to the "I'll get there someday" mindset.

Potential Smart Goals

Read through each potential smart goal together as a group. Ask students to say if the goal is "smart" or not and explain why.

(1) By devoting more time to homework and studying for tests, I will raise my average grade from a C to a B.

Not specific. Exactly what does "devoting more time to homework" mean?

(2) I'm a runner and I want to win a 1-mile race next weekend. I'll train by running 1-mile a day, everyday for the next week. As a result of my training, I'll lower my 1-mile run time from 11 minutes to 6 minutes.

Not realistic. The training plan is specific and measurable, but over just one week, a 5 minute reduction in time is unrealistic.

(3) I want to be elected class president. The day before the election, I will mail a letter to each of my classmates' home addresses describing in detail my 10-point plan for making our class the best ever. When my classmates see this outstanding 10-point plan, they will want to cast their vote for me.

A very “smart” plan, except that it’s not timely. If you mail something the day before the election, kids won’t get the letter until they come home from school on election day.

(4) Our gym teacher is awesome at free-throws in basketball. Any kid who can beat him in a contest of 100 free-throws wins a trophy and bragging rights. To defeat our gym teacher, I will practice free-throws at my house from 4:30 to 5:00 pm every day for at least the next two weeks. When I am able to sink 80 free-throws out of 100, I will know I am ready to challenge my teacher.

A very “smart” goal. Smart in every regard.

(5) My parents promised to buy me a PlayStation5 Super Gee Wiz Gaming System if I make the honor roll this term. I usually earn A’s and B’s in every subject except math. To meet my goal, I will continue my homework and study habits as usual, except for math I will see my teacher on Mondays and Fridays after school for 15 minutes to get extra help with my homework. Half-way through the term, when progress reports come out, I expect to have a B average or better. If not, I will increase my tutoring sessions to three times a week.

A very “smart” goal. Smart in every regard.

Workshop: Creating Smart Goals

Have the students come up with two smart goals. The goals can be about anything, just so long as they are important to the individual. When the students are ready, have cadets work one-on-one them to check if the goal is “smart.” When all students have completed the exercise, read some of the best examples of smart goals aloud to the class (check with the affected students before doing this).

Conclusion. Eric’s story

(refer to slides)

What’s the moral of the story? Set smart goals for yourself and your team. And once again, steer clear of drugs because they’ll only sidetrack you from your goals. You can accomplish anything if you set your mind to it and have a plan to get there.

Lesson 6

Team Leadership Problem: Indiana's Challenge

Indiana's Challenge is a team leadership problem involving communication skills, cooperation, and problem-solving as a team.

Overall Goal

This activity is used as a capstone event for the RRLA and offers students an opportunity to apply many of the leadership concepts they have learned.

Lesson Outline

1. Introduction	3 min
Objective of the Game	
Rules of Play	
2. Indiana's Challenge - execution phase	15 min
3. Debriefing Questions	3 min
4. Conclusion	2 min
Estimated Duration	20-30 min

LESSON PLAN

Synopsis

Team members gather around a 10-foot diameter circle. The challenge is to remove a volleyball, soccer ball, or basketball that is balanced atop an orange pylon that is located in the middle of the circle.

Team members have jump ropes they can use to get the ball out of the circle. One element of the challenge is that the team must find three different ways to remove the ball. One of the three methods must include flinging the ball so that a group member can catch it in the air. Another element of the challenge is that the ball may not touch the floor either inside or outside the circle. In addition, no team member may step over the line or touch the inside of the circle with any body part. Whenever the ball falls to the floor, one team member may cross the line to place the ball onto the cone. While in the circle, this team member may not help manipulate any of the ropes.

Adapted from D.W. Midura and D.R. Glover, (2005), *Essentials of Teambuilding: Principles and Practices*, pp. 118-119. Reproduced with permission of Human Kinetics (Champaign, IL).

Criteria for Success

The team completes the task when it invents three methods of removing the ball from the pylon and getting it into the hands of a team member outside the circle. As stated previously, at least one method must include flinging the ball so that a team member catches it in the air. The team must use some combination of the ropes.

Equipment Needed

- A basketball, soccer ball, or volleyball
- An orange pylon
- Four jump ropes (sash cord rope recommended)
- Masking tape to mark the circle's perimeter (blue painters' tape would be a good choice)

Set-Up

- Place the pylon at the center of the 10' diameter circle. Make sure the pylon has an opening that will allow the ball to rest atop it.
- Place the ropes outside the circle.
- To mark the boundary of the circle, use chalk or tape.

Rules of Play

- If the ball touches the floor, one team member may cross the circle line to replace the ball on the pylon.
- Participants may not cross the line (the perimeter of circle) at any time while trying to remove the ball.
- The teammate replacing the ball on the pylon may not manipulate the ropes while in the circle.
- The ball may never touch the ground inside or outside the circle.
- If a team member breaks a rule, the team must stop, replace the ball, and begin again.

Possible Solutions *(for background information; do not share with students)*

There are a ton of possible solutions to this challenge.

One method is to cross the ropes so that two ropes are perpendicular to two other ropes. The group then creates a small cradle in which to rest the ball. Team members lift the ball and carry it out of the circle. They also use this method to lift the ball and fling it into the air so that a group member can catch it. In both cases, team members must hold the rope tight so the ball does not slip through.

Another method is to create a channel with the ropes. One side lifts its end of the ropes and rolls the ball to the other side of the circle, where a team member catches it.

Still another solution is to place two ropes parallel to one another about 8 inches apart and then weave the other ropes back and forth to create a long, skinny net. The team uses this net to carry the ball out of the circle, roll the ball out of the circle, and fling the ball out of the circle.

Take-Aways

Depending on the time available, either ask the students to identify what they learned about leadership through this exercise, or summarize the points below for them. (Use the white board.)

It's the process of figuring out how to achieve a goal or solve a problem that's important. Completion of the goal follows that process. Therefore, teams need to cooperate, communicate, and support one another to be successful.

Through Indiana's Challenge and The Maze, we learned that failure is temporary. Moreover, through failure you learn what doesn't work, so failure is actually a good thing - it makes you smarter.

We also learned that if the problem involves everyone - if we all have to get the ball off the cone or if we all have to navigate the maze - then the solution has to involve everyone. Again, teamwork matters. Together Everyone Achieves More.

Anyone can lead. Anyone who has a good idea can help the team achieve its goal. Therefore, you need to treat everyone on the team with respect. And if you're trying to lead, your job is to serve the team, not try to boss people around and brag about being the leader.

Lesson 7

CAP Cadet Program

This briefing presents information about the CAP Cadet Program.

Overall Goal

Invite students to become CAP cadets.

Lesson Outline

- | | |
|---|-------|
| 1. Introduction | 1 min |
| 2. Main Point #1 Cadet Life is Exciting (video) | 4 min |
| 3. Main Point #2 CAP Membership Information | 5 min |
| 4. Main Point #3 Invitation to Squadron Meeting | 4 min |
| 5. Conclusion | 1 min |

Estimated Duration 15 min

LESSON PLAN

Introduction

Finally, because of our time together this morning, you're probably wondering what Civil Air Patrol is and what cadets do. This short video will show you some highlights about our program.

Main Point 1. Cadet Life is Exciting

Show "Cadet Life in the Civil Air Patrol" video available at capmembers.com/greatstart.

Main Point 2. CAP Membership Information

Here's some information on how to become a CAP cadet.

- A. Eligibility
- Must be at least 12 to join.
 - Must have parents' permission.
 - Must be a U.S. citizen.

B. Costs

- *Find the cost to join for your state at capmembers.com > national headquarters > member services.*
- CAP will help you get into uniform, but there may be about \$100 in uniform expenses.

C. Cadet Activities

- Cadets meet once per week (provide details of time, location, etc.)
- Cadets are often invited to participate in about one special event per month on a Saturday.
- School comes first.

Main Point 3. Invitation to Join

If you're interested in becoming a cadet or want to learn more, please visit us at our next meeting.

- *Reiterate location, date, time, etc.*
- *Provide "Learn, Lead, & Serve" cadet recruiting brochures.*
- *Offer to stay after graduation to answer questions and point out that the squadron's contact information is found on the recruiting brochure.*

Conclusion

You came to the Red Ribbon Leadership Academy to develop your skills as a leader. If you're serious about leadership, about fulfilling your own goals in life and making a difference, you can continue your leadership journey as a cadet in the Civil Air Patrol.

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RED RIBBON
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The Red Ribbon Leadership Academy places high school aged cadet NCOs and officers in front of middle school students (non-cadets) to serve as role models and leadership educators during a 3-hour workshop. The “red ribbon” symbolizes the Academy’s role in promoting the drug-free ethic, in support of the National Red Ribbon Campaign.