

# REQUIRED STAFF TRAINING FOR ENCAMPMENT



**CIVIL AIR PATROL**  
CADET PROGRAMS



# Ground Rules

- *(Fill in with local ground rules for the course such as keep phones on silent, safety reminders, etc.)*



# Agenda

- Introductions
- Encampment Purpose: Mission/Vision/Philosophy
- Commander's Intent and Expectations
- Staff Honor Agreement
- Cadet Protection Program Review
- Safety/Health/Wellness Priorities
- Training Environment
- Q&A



# Introductions

- Wing Commander
- Wing Director of Cadet Programs
- Encampment Commander
- Deputy Commander(s)
- Commandant
- Chief Training Officer
- Safety Officer(s)



# Encampment Purpose

## Mission

The purpose of the cadet encampment is for cadets to develop leadership skills, investigate the aerospace sciences and related careers, commit to a habit of regular exercise, and solidify their moral character.

## Vision

The vision for the cadet encampment is “an immersion into the full challenges and opportunities of cadet life.”

## Philosophy

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



## Commander's Intent/Expectations

- *(The Wing Commander, Wing DCP, and/or Encampment Commander should brief their intent and staff expectations and add key elements to this slide)*

# Staff Honor Agreement

- We ask our encampment students to complete an honor agreement. CAP leaders lead by example. We do not ask our followers to do something we are not willing to do ourselves.
- This Staff Honor Agreement brings attention to the very basic expectations a staff member in any position should meet.
- Our ultimate goal is to provide encampment students the absolute best possible experience.

**Sign both copies and hand in to the Commandant or Commander. Keep a copy for yourself.**



# Cadet Protection



## **BOTTOM LINE UP FRONT**

**Cadet Protection is everyone's responsibility**

There is no place for physical, sexual, or emotional abuse in any CAP program, nor harassment, intimidation, bullying, or sexual grooming.

# Cadet Protection



## Definition of Abuse

Federal law (PL 111-320, 42 USC §5101) defines child abuse as, at a minimum:

*“Any recent act or failure to act on the part of a parent or caretaker (e.g., CAP adult leader) that results in death, serious physical or emotional harm, sexual abuse, or exploitation, or alternatively, an act or failure to act that presents an imminent risk of serious harm.”*

# Cadet Protection



## Boundary Concerns

A boundary concern is any action by a CAP adult member that oversteps appropriate limits with cadets. These actions may not be abusive or intentionally harmful, but they compromise trust, create discomfort, or blur the lines of professional conduct.

# Cadet Protection



## Reporting Concerns

- It is critical for concerns about a student or staff member's safety/health/well being or behavior be reported up the chain quickly
- Cadre must communicate up the chain as soon as they have a concern
- Even something seeming "small" now could escalate into a bigger issue
- Senior staff should discuss concerns regularly and solicit feedback from their subordinates
- Senior staff should take a cadre members concerns seriously and continue to pass them up the chain of command
- Any staff member has the right to follow up and make sure that their concerns have been escalated up the chain of command

# Cadet Protection



## Reporting Abuse

- **All CAP senior members are mandatory reporters of reasonable suspicion of abuse and neglect, to CAP**
- Adult members who develop a reasonable, good faith suspicion or belief that a cadet has been sexually abused, exploited, physically abused, neglected, or emotionally abused must report their suspicion to CAP.
- This requirement applies to abuse allegedly occurring in CAP and apart from CAP, such as a cadet disclosing to a trusted CAP adult abuse occurring at school, home, sports, etc.

# Cadet Protection



## Reporting Abuse

- First make sure the cadet is safe from imminent harm.
- Report the suspicion of abuse to the Wing Commander within two hours.
  - If notifying via phone, an email follow-up to the wing commander is required, with copies to intermediate commanders in the chain of command.
  - If the wing commander does not respond within two hours or is the subject of suspicion, the reporter will contact the National Operations Center at 888-211-1812
- The Wing Commander will consult with the Wing Legal Officer and CAP General Counsel

*Refer to 60-2 Chapter 4*

# Cadet Protection



## Peer to Peer Misconduct

- Peer to peer misconduct is on the rise
- Examples include inappropriate touching, body shaming, directing foul or offensive language at a specific cadet
- Situations tend to occur during “free time” such as shower time/call to quarters or during a break between classes
- Take reports of peer to peer misconduct seriously and report it up the chain of command

# Cadet Protection



## Boundary Concerns

- Senior staff
  - Intervene by stopping the situation/behavior
  - Having a corrective conversation with the senior/cadre away from the students
  - Report the concern and conversation to the Commander
- Cadre
  - Speak up or get another staff member to help intervene and stop the situation/behavior
  - Report the situation/behavior to their senior member supervisor (who will correct and report up)
- If correction does not stop the behavior, the next steps would include supervision/mentoring, remedial training, and then progressive discipline

# Safety/Health/Wellness



## Safety Culture

- Everyone is a safety officer!
- See something, say something, do something
- Use of “KNOCK IT OFF”
- Cadre should be empowered to speak up and listened to when they raise a safety concern
- Students need to understand safety is their priority too especially in the barracks/dorms and during all activities

# Safety/Health/Wellness



## Personal Care

- Adequate Gear
  - Look for cadets missing gear or personal hygiene items during contraband check.
  - Make a plan to get them necessary gear, like linens by bedtime
- Personal Hygiene
  - 15 minutes of non-training time upon wake up, including time to go to the bathroom
  - Students need adequate time each day to shower, change, brush teeth, take medication, and do their hair
  - Remind students to change their underwear and socks
  - Schedule bathroom breaks between classes/activities

# Safety/Health/Wellness



## Meals/Food

- Students must have 15 minutes of uninterrupted time to eat for each meal (no training, low intensity environment)
- Cadre and TOs need to be informed of student allergies/special diets so they can assist those cadets
  - Staff should get feedback from those students after meals so they can help troubleshoot any issues right away
- Cadet calorie needs are different per cadet. These solutions could help hungry cadets:
  - Seconds after everyone else has been served
  - A snack or piece of fruit at breakfast they can carry for later
  - A snack before bed (especially if they did sports after dinner)

# Training Environment

## Bottom Line Up Front

“Encampment showcases the Cadet Program’s regimented, military like training model in a **positive, age-appropriate manner consistent with CAP and Air Force traditions**. Encampments operate at a **higher level of intensity** in respect to the military aspects of cadet life than virtually any other cadet activity, short of some of the premiere NCSAs. The **strictness, rigor, sense of urgency, and overall expectations of military bearing** will be markedly more challenging at encampment – **yet still age-appropriate** – compared with a weekly squadron meeting or Saturday field exercise.”

# Training Environment

## Expectations

- Positive
  - Serves a training purpose
  - Does not single out individual cadets
- Age appropriate
  - Most first time students are 12-14 years old
- Air Force tradition
  - The Air Force has made major changes to basic military training
  - Academy basic cadet training is scripted and rehearsed
  - CAP training should not be more intense than the Air Force
- Higher level of intensity
  - More intense than squadron meetings or weekend activities
  - Challenging via strictness, rigor, sense of urgency, military bearing

# Training Environment

## Toolbox

Ways to increase or lessen the intensity level:

*(Have a member of the cadre or senior staff demonstrate each concept)*

- Leader Voice Tone
- Feedback/Correction (group vs. individual)
- Formality of Feedback/Correction
- Clothing (uniform vs. PT gear vs. civilian)
- Posture (at attention vs. seated)
- Time standards
- Accuracy standards
- Others that are positive and age appropriate?

# Training Environment

## Intensity Watch-Out List

*CAP VA 60-111*

1. Swarming (Shark Attack)
2. Out of Bounds
  - a. Level 1 intensity before honor agreement, during classes/meals/personal time, non-CAP space (BX/PX)
3. Personal Space Violation
4. Punishing Success
5. Terrorizing
6. Embroilment (Using Level 1 intensity when YOU are upset/angry)
7. Intensity Without Training Value
8. Loud Noise Without Training Value
9. Resistance to Supervision (trying to hide or undermining command authority)
10. Reluctance to Supervise (failure to supervise or intervene)

**Q&A**