

CIVIL
AIR
PATROL'S



RED RIBBON
LEADERSHIP
ACADEMY

STUDENT GUIDE



STUDENT GUIDE

Welcome & Overview

The Red Ribbon Leadership Academy places high school aged Civil Air Patrol cadets 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.

Program Goals for Students

- ✪ 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.

Activities

Welcome & Overview

Icebreaker: The Maze

Leadership at the Movies

Break / Snacks

Servant Leadership

Smart Goals

Break / Snacks

Team Leadership Problem: Indiana’s Challenge

CAP Cadet Program

Presentation of Certificates & Conclusion

Leadership at the Movies

Invictus

Scene 1: "White Body Guards"

Notes:

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.

Scene 2: "Rugby Captain Meets the President"

Notes:

Take-Aways:

Miracle

Scene 1: "The Right Man for the Job"

Notes:

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.

Scene 2: "Coach Brooks Goes Ballistic"

Notes:

Scene 3: "Coach Brooks Dismisses a Player"

Notes:

Take-Aways:

Servant Leadership

Definitions & Examples

Civil Air Patrol's Core Values

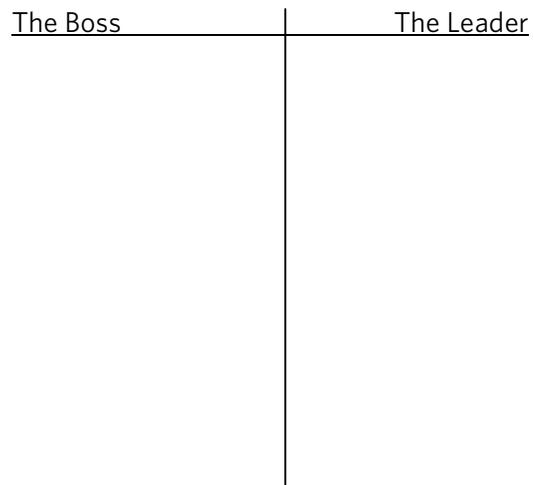
Integrity:

Service:

Excellence:

Respect:

Boss vs. Leader



What Kind of Leader Are You?

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 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.

Case Studies

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?

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's 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?

Final Thought

"Everybody can lead because everybody can serve." - Rev. Dr. Martin Luther King Jr.

Goal Setting

"If you don't know where you're going, you might not get there."

- Yogi Berra

'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

Why Do Leaders Need to Set Goals?

Leaders Need to Develop Consensus

What's a consensus?

What is multi-voting and how does it work?

Anatomy of "smart" goals

Specific:

Measurable:

Attainable:

Realistic:

Timely:

Creating Smart Goals

Create two "smart" goals. The goals can be about anything that's important to you.

Team Leadership Problem: Indiana's Challenge

Take-Aways:

Civil Air Patrol Cadet Programs

Cool Cadet Activities I'm Interested In:

Membership Eligibility Rules

Must be at least 12 to join

Must have parents' or guardian's permission

Must be a U.S. citizen

Costs

Cost to Join:

Uniform Expenses:

Cadet Activities

Meet once per week

Meeting time & location:

One Saturday activity per month, on average

School comes first.

What to Do Next if Interested in Becoming a Cadet: