

TRAINING LEADERS *of* CADETS

INTERMEDIATE COURSE

LESSON PLAN

Z.1 Welcome

VERSION:	December 2016 <i>please verify this is the latest version by visiting capmembers.com/TLC</i>
DURATION:	20 minutes approximately (see note about time limitations in section 5 below)
INSTRUCTOR:	Course Director
PROCESS & NOTES:	This session is informational; there are no formal learning objectives.
HANDOUT:	1 copy of Student Welcome per student



1. Welcome

2 min

The #1 factor affecting the quality of the cadet experience is adult leadership. Survey after survey, cadets tell us that you – their adult leaders – make the difference. Put a handful of well-trained, committed Cadet Programs Officers in each squadron and CAP is going to succeed in its cadet mission. Without that training and dedication, the cadets won't achieve their full potential. So, thank you for volunteering your time today.

Introduce yourself. Hold off on introducing others until later in this lesson.

2. Outcome

1 min

Distribute the Students' Welcome and refer to it for items 2, 3, and 4 on this lesson plan.

This course aims to prepare Cadet Programs Officers to lead a squadron-level Cadet Program. This is the TLC Intermediate Course, so we're assuming that you've completed the TLC Basic Course, or if you've been around awhile, the two-day TLC Course that preceded the Basic / Intermediate iteration.

3. Learning Goals

3 min

How will we fulfill our overall goal? What's it take to prepare adults to not just help at the squadron but to lead the Cadet Program? We have four main goals today. Allow me to briefly discuss each.

1. Explain basic principles of youth development: We reach this goal through the two lessons in Block 1, Cadets as Learners. Those lessons are about pedagogy – the theory underlying the leadership methods we use to help cadets grow.



2. Describe methods for positive, indirect leadership: We reach this goal through the four lessons of Block 2, Positive Leadership. We'll ask what it means to be a transformational leader. We'll delve into practical strategies for coaching cadets and giving them feedback. We'll examine CAP's construct for progressive discipline, which stands upon a belief that to discipline is to teach. And finally, we'll explore ways to partner with parents using positive leadership methods.

3. Describe resources for each program element: We'll reach this goal by taking a "tour" of the cadet curriculum, looking at some curriculum maps to get a sense of the dozens of resources available to us, and doing some show-and-tell with activity guides, stem kits, web resources, and other tools we have at hand.

4. Describe major national and wing activity programs: We'll reach this goal through the two lessons of Block 4, Cadet Activities II, and a web module, Cadet Safety & Welfare. We'll describe the premiere wing- and national-level cadet activities, and perhaps share stories about personal experiences at some of those outstanding programs. Finally, we'll consider ways to conduct those activities safely.

Summary. So, you'll notice that the TLC Intermediate Course is divided into four blocks, with seven in-person lessons and one web-based lesson that you'll need to do on your own to receive course credit, if you haven't already. Some of our discussions will bleed-over from one lesson to the next, so please take a look at the lessons and try to be mindful of which lessons are still to come in case your question or comment would be better placed in a later class.

Emphasis. Remember, to receive course credit, you need to complete the two web modules, if you haven't already.



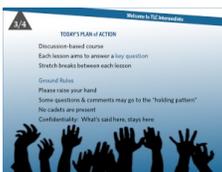
4. Course Format & Ground Rules

2 min

Each lesson is discussion-based. Notice that each lesson is built around a "Key Question," which, through purposeful discussions, we'll collectively answer in some depth.

Why use a discussion-based approach? Everyone here is an experienced Cadet Programs Officer and/or mature adult, so there's a lot of intelligence and wisdom in this room today. Everyone has valuable input to share, and even the most experienced among us are bound to learn something.

Please raise your hand before speaking. In most lessons, the discussion will seek your input at any time, but there will be a couple lessons where we'll ask you to hold your questions until the end.



There are no cadets present today. That allows us to speak frankly and discuss real challenges you're encountering in your squadron without fear of hurting a cadet's feelings. Therefore, I ask that everyone respect our discussions here today and agree that what is said here, stays here.

If your question relates to a point we'll be covering later in the day, we may add it to the "holding pattern." Begin a "holding pattern" using butcher paper that remains visible to all. As needed, add topics to this running list, and delete topics as they are resolved.

Further, most of the lessons include a hands-on activity to help you test your comprehension of the discussion content.

Each lesson runs about 50 minutes (some a little more or less). We'll take a stretch break between each.



5. Introductions

5-10 min

Let's go around the room and introduce ourselves. *See points outlined on the slide.*

To help the group get comfortable and know one another, it's useful to do an icebreaker activity and/or have each participant interview a colleague. Time does not allow that here, unless you extend the day an extra 20 minutes or so.

6. Housekeeping

2 min

Use the information on the slide as a guide as you tell everyone about your unique facility.

7. Conclusion

1 min

We have a lot of work ahead of us today. Let's have meaningful discussions and be ready to learn new ways to lead cadets and manage squadron-level cadet programs.
