

# CADET WINGMAN COURSE LESSON PLAN

<b>Vision &amp; Synopsis</b>	This course combines four main topics that at first glance might not appear to fit together: Core Values, the wingman concept, safety, and cadet protection. The wingman concept is what connects the topics and provides the lesson's central theme, which is to use a wingman to aim for excellence, stay safe, and have fun. Put simply, the Cadet Wingman Course is a carefully designed learning experience that takes brand new cadets and equips them with some fundamental information and skills concerning the imperative to stay safe so they can achieve their goals and "accomplish the mission."
<b>Course Motto</b>	Aim for excellence, stay safe, have fun
<b>Goal</b>	Understand how to be and how to use a wingman
<b>Objectives</b>	<ol style="list-style-type: none"><li>1. <i>Core Values</i>. Defend the idea that personal honor is important to cadets and the Air Force</li><li>2. <i>Core Values</i>. Identify the Core Values and explain the meaning of each in your own words</li><li>3. <i>Wingman</i>. Explain what a "wingman" is, in a cadet context</li><li>4. <i>Wingman</i>. Describe some practical ways cadets can look-out for their wingman</li><li>5. <i>Safety</i>. Defend the idea that a pro-safety attitude is important to cadets and the Air Force</li><li>6. <i>Safety</i>. Explain what cadets should do if they see a hazard</li><li>7. <i>Safety</i>. Describe a basic process cadets can use to think ahead for safety</li><li>8. <i>Cadet Protection</i>. Describe some warning signs of abuse to watch for in your wingman</li></ol>
<b>Audience</b>	New cadets, during the first month in CAP, as they work on their Curry Achievement
<b>Setting</b>	Squadron-level classroom training with any number of cadets
<b>Instructor</b>	Local decision; team-teaching with chaplain/CDI and safety officer is an option
<b>Peer Support</b>	Even if only a handful of cadets need this course, a couple existing cadets (i.e.: NCOs) should participate as role models, and to make the class activities more meaningful
<b>Duration</b>	45 - 60 minutes
<b>Best Practice</b>	Conduct as part of <i>Cadet Great Start</i>
<b>Equipment Needed</b>	<ol style="list-style-type: none"><li>1. one yardstick, dowel, or foam pool noodle, 3' to 4' in length, per pair of cadets</li><li>2. one bandana or other item that can be used as a blindfold, per pair of cadets</li><li>3. a computer</li><li>4. an Internet connection, or download the slides in advance</li><li>5. a projector (helpful, not required)</li><li>6. <i>Learn to Lead</i>, volume 1, pp. 8-13 (cadets have this text)</li><li>7. <i>New Cadet Guide</i>, p. 4 (cadets have this text)</li></ol>

**Instructor  
Resources**

The following resources are available at [capmembers.com/CadetWingman](http://capmembers.com/CadetWingman).

1. lesson plan (*this* document)
2. slides with two video clips embedded: *Batman Begins*, "The Final Test," and the *Cadet Life* video slideshow

**Course Completion  
Requirement**

Cadets satisfy the Cadet Wingman Course requirements if, in the instructor's judgment, they participated actively and corrected their quiz to 100%.

**Recordkeeping**

Record course completion in eServices using the Cadet Promotions module, under "Achievement 1 - Character Education."

### 1. Warm-Up Activity. "Stick in the Middle."

*Concept:* In this activity, pairs of cadets lead each other around the room, holding a stick physically between their bodies.

*Goal:* The cadets will learn that wingmen have a responsibility to help each other achieve their mutual goals.

*Equipment:*

- one yardstick, wooden dowel, or foam pool noodle 3' to 4' in length is needed per pair of cadets
- one bandana or other item that can be used as a blindfold, per pair of cadets

*Process:*

1. Match each cadet with a partner. If possible, use the cadet's actual wingman, if the squadron has already assigned wingmen.
2. Have the cadets place the dowel between their stomachs, end to end
3. Blindfold one cadet. This is the "Following Wingman."
4. Instruct the sighted cadet (the "Leading Wingman") to lead the Following Wingman around the room, while keeping the dowel positioned between them. Do this for about 1 minute, and then switch roles.

*Tips*

- Don't let the participants touch each other (no holding hands or hands on shoulders to help guide).
- Encourage participants to not rest the dowel on a belt buckle or other accessory that would make the exercise too easy.
- Have a longer dowel prepared if any participants are in wheelchairs or have other special needs.

*Discussion*

Q: Was the pressure different leading versus following? Why?

A: There's more to think about and the other person is relying on you.

Q: For those of you who dropped the dowel, what do you think caused it?

A: Wasn't pushing back enough; wingman tried to back up without warning; not paying attention; etc.

Q: What responsibility did the Leading Wingman have for the success of the walk around?

A: Had to watch and gauge how the Following Wingman was responding; had to explain beforehand where she was going; etc.

Q: What responsibility did the Following Wingman have for the success of the walk around?

A: Had to anticipate the Leading Wingman's moves; had to question and challenge the Leading Wingman's assumptions.

*Take Aways*

1. Some goals, by their very nature, can't be accomplished without help.

2. A wingman sees things from a different perspective. During the “stick activity,” whether you were in the leading role or the blindfolded follower role, your perspective differed from your wingman’s. In Air Force pilot jargon, a pilot can’t easily “check six.” The wingman has to watch the lead’s “six.”
3. Wingmen help one another with the challenges of everyday life by making good decisions, and staying healthy and safe, for example. That assistance is valuable because the wingman sees the world from a different perspective.
4. Use your wingman, and be a good wingman.

## 2. Cadet Life slideshow.

Show the *Cadet Life* video slideshow. Allow cadet NCOs to “talk over” the images to emphasize fun aspects of cadet life and their own personal experiences. Through this quick “show and tell,” the new cadets are shown that some cadet activities are potentially hazardous, thereby requiring the cadets to act responsibly.

## II. Core Values

10 min

1. **Reading:** *Learn to Lead*, pp. 9-13
2. **Video clip:** *Batman Begins* “The Final Test”
3. **Discussion:**

Q: Do things like “honor” and “right and wrong” matter to Batman / Bruce Wayne?

A: Yes. He refused to execute the prisoner. Staying true to a moral code separates the “heroes” from the “villains”

Q: The reading talked about Core Values. What are they?

A: Quick, memory-joggers to remind us of our calling to act honorably. Core Values are moral signposts guiding us through life.

Q: Did Bruce Wayne / Batman have any core values? What do you think some of them might be?

A: Compassion for the prisoner, respect for law (vs. revenge), excellence in martial arts training, public service . . .

Q: CAP has selected four moral propositions for our Core Values. What are they? What do they mean?

A: *See slides*

## III. Wingman Concept

6 min

### 1. Introduction.

It can be hard to live up to our own personal sense of honor or Core Values. In “Batman,” we often see Bruce Wayne / Batman struggling to do what is right. Therefore, it helps to have a trusted person to watch your back. In the Air Force, this special partner is called a “wingman.”

## 2. Pardo Push. *See slides*

One of the coolest examples of the wingman concept in action is called the Pardo Push. Two F-4 pilots, Bob Pardo and Earl Aman, had completed a tough air battle over North Vietnam. Aman's Phantom was badly injured and was unlikely to make it home. Aman didn't want to bail-out because he'd be captured by the enemy.

Bob Pardo knew he couldn't just leave his wingman to fend for himself. But how do you help someone in mid-air?

Today we call it the "Pardo Push." Bob Pardo told the other plane to lower its tailhook. He then maneuvered his F-4 so that his windscreen touched the tailhook, thereby "pushing" the other plane. The maneuver slowed the other plane's rate of descent and enabled that crew to make it back to friendly territory. The Pardo Push is an extraordinary, heroic example of one wingman helping another.

**Q:** As a cadet, you don't have an F-4 to fly into your wingman's back end. What are some ways you can support your wingman in CAP?

### ***Physical***

Staying physically safe

Checking each other's uniform

Drinking water

Helping each other during PT

Noticing if they're hurt and getting help

### ***Mental***

Thinking through problems with the Core Values in mind

Making sure you both follow your leader's instructions

Staying optimistic and encouraging one another to earn promotions

Calling for help if your wingman seems depressed, angry, or sad, especially if for no apparent good reason

### ***Social***

Making friends, getting along, fitting in

Checking out each other's Facebook and being smart online

Telling any trusted adult if you think someone is hurting your wingman or being creepy around him or her

Being a positive, drug-free role model for your wingman

Reminding each other of upcoming activities, helping with carpools

## IV. Safety

8 min

### 1. Introduction.

Wingmen are especially important when it comes to safety. As cadets, you'll do some awesome activities - flying, obstacle courses, wilderness training, rappelling, marksmanship training, etc. We're able to do those activities because we take the risks seriously. We think before acting so that no one gets hurt. We look out for one another's safety and sound the alarm if something looks wrong. We challenge cadets to act *professionally*, to act as serious-minded young adults, not as undisciplined *kids*.

## 2. Hazards.

A “*hazard*” is a source of danger. If you’re walking around on a busy flight line, aircraft propellers and jet engines spinning all around you, you see lots of hazards. If you can think of it, it’s a hazard. So, in CAP we try to develop the habit of using our imaginations to spot hazards.

Q: Use your imagination. A flight of cadets is going to the rifle range. What are the hazards? What are the risks?<sup>1</sup>

A: Live ammo (obviously), but more specifically guns being pointed in the wrong direction, someone walking downrange when it isn’t safe, hearing damage if firing without ear protection, heat exhaustion on a hot day, etc. There are lots of hazards in all aspects of life. The goal is to use our imaginations to identify them before we begin an activity.

## 3. ORM Process.

Like the Air Force, CAP cadets use a special process for thinking through potential risks, possible ways that someone could get hurt. We call the process Operational Risk Management. For cadets, the multi-step ORM process boils down to two key questions. (1) What could go wrong? And, (2) Can we protect ourselves? If the activity is simply too risky and there’s no precautions available – safety gear, special training, helpers, etc. – then don’t do it.

## 4. First Flying Lesson.

A cadet walks into his local airport, goes up to the flight instructor and says, “I want to learn how to fly.”

“Sure, I’ll teach you. But before we begin your first lesson, I need your help. See that wheelbarrow over there, and see that pile of bricks? Load the wheelbarrow and carry them across that little foot bridge to the other side of the gully.”

The cadet puts a handful of bricks into the wheelbarrow and begins to walk toward the bridge.

“No, no, that’s not enough bricks,” commands the flight instructor. “Add some more.”

So the cadet adds more, and again starts moving toward the bridge.

“Don’t be such a pansy! Add a lot more bricks. You can handle it,” the instructor calls out.

But the cadet objects, “I don’t know. It’s hard to control a wheelbarrow that’s overloaded. Besides, the foot bridge is rickety and a sign says ‘Caution. Use at Own Risk.’”

“Come on, kid, do you want to learn about flying or what? Load up that wheelbarrow.”

So the cadet adds more bricks. The wheelbarrow is really loaded-down now, and it’s hard to steer, but the cadet begins crossing the rickety old footbridge. All of a sudden, the foot bridge collapses. Bricks are flying everywhere, the wheelbarrow is in the gully, and the cadet falls a few feet, landing in the mud.

“Congratulations, cadet. You’ve just completed your first lesson about flying.”

“Huh?”

“If you don’t think it’s safe to do something, don’t do it, no matter who is telling you to do it.”

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<sup>1</sup> ORM experts carefully distinguish hazards from risks. For new cadets, that’s too fine a point. What’s critical is the new cadets appreciating the need to think before they act. Therefore, the lesson plan greatly simplifies ORM.

*Discussion.* Let's return to our two big questions for staying safe through risk management.

Q: What could go wrong in this situation?

A: We just heard what could go wrong. The cadet is probably lucky to have escaped unhurt.

Q: Could the cadet have protected himself?

A: Heed the warning sign on the bridge and don't use it.

Make a quick inspection of the wheelbarrow before using it.

Take only small loads over the bridge.

Toss the bricks across the gully instead of moving them with the wheelbarrow.

Take the "long way" around the gully to bypass the bridge.

Refuse to use the wheel barrow and/or bridge unless confident they're in good repair.

Q: How about the Core Values? Suppose the cadet thought about the Core Values before moving the wheelbarrow. Do you think that would've helped? How?

A: "Integrity" would have reminded the cadet to always do what's right. Is it right to ignore a sign that says "Caution"? No. "Integrity" would've caused the cadet think twice.

A: "Excellence" would have reminded the cadet to try to do things in the best possible way, the way that most makes sense. Again, "Excellence" would've caused the cadet to think twice.

The bottom line is that the cadet should have stopped, taken a careful look at the situation, thought through the risks, and then made smart decisions. And, as a pro-safety young aviator, the cadet should've valued safety more than pleasing the instructor.

## 5. Knock It Off.

If we want cadets to think before acting, that means CAP has to give cadets the power to make decisions. In the Air Force, they have a special command called "Knock It Off." Read the *New Cadet Guide*, page 4, "Knock it Off" section together.

## 6. Safety Officer.

When cadets are doing anything rough and rugged or hazardous like flying, wilderness training, obstacle courses, and stuff like that, a CAP safety officer will be on the scene. Expect the safety officer to give you a briefing about that day's activities and what you need to do to stay safe. If you have questions about safety or have ideas on how to keep your wingman safe, your safety officer wants to hear from you. In a way, *everyone* is a safety officer because everyone is supposed to look out for one another's safety.

# V. Cadet Protection

5 min

## 1. Introduction.

Wingmen are also needed to keep an eye out in case anyone is trying to hurt them. If you think your wingman is being abused, speak up. Tell *any adult you trust*, without regard to the chain of command.

2. **Read the New Cadet Guide**, page 4, together (all except the “knock it off” section).

3. **CAP Specific Rules.**

CAP follows some rules about adult supervision that you should know about.

- *Two deep rule.* Most cadet activities require two adults. If your wingman is asked to attend an event with just one senior member supervisor, that’s odd, and you should talk with someone.
- *Traveling by car*, there’s a “rule of three.” If only one adult is in the car, there needs to be two cadets. If your wingman is in a one-on-one situation with a senior member (except for family), that’s odd, and you should tell someone.
- *With texting, private messages, emails*, and stuff like that, the “rule of three” also applies, just like in a car. If your wingman gets a lot of private texts or private emails from a senior member and nobody else is copied on those messages, that’s odd, and you should tell someone. “Wall” posts to Facebook are okay because everyone sees those – they’re not private.

VI. **Questions, Quiz, & Final Thoughts.**

7 min

1. **Questions.** Does anyone have any last questions?

2. **Quiz.**

- Have everyone take the quiz independently, writing their answers down on a notepad. *See slides.*
- When everyone has completed the quiz, take turns and ask each student to read the next question aloud, give their answer, and explain their rationale. Encourage discussion.
- Reveal the correct answer and discuss further, as needed.

<i>Answer Key</i>	
1. b	6. a
2. c	7. c
3. d	8. c
4. a, b, d, f	9. b
5. a, b	10. a

3. **Final Thought.** Wingmen speak up. CAP challenges cadets to live up to Air Force traditions, and the wingman concept is a big part of Air Force life.



# CADET WINGMAN COURSE QUIZ

1. **The Core Values are**
  - a. laws you have to follow.
  - b. like road signs that remind you to make good decisions.
  - c. questions you have to answer before doing something.
2. **The four Core Values are**
  - a. Integrity, Service, Excellence, and Pride
  - b. Integrity, Service, Ever-ready, and Responsibility
  - c. Integrity, Service, Excellence, and Respect
  - d. Integrity, Seriousness, Excellence, and Respect
3. **What does the Core Value, "Integrity" mean?**
  - a. Being honest
  - b. Keeping promises
  - c. Always accomplishing the mission
  - d. A and B
  - e. A, B, and C
4. **A "wingman" is someone who** (check all that apply)
  - a. watches a friend's "six."
  - b. speaks up if the other person is acting strange for no good reason.
  - c. is in charge of someone, like a boss.
  - d. helps keep his or her wingman safe.
  - e. decides if his or her wingman has violated the Core Values.
  - f. encourages his or her wingman.
5. **To stay safe, what two questions should cadets ask themselves before they begin a hiking trip?** (Select two answers.)
  - a. What can go wrong?
  - b. How can we protect ourselves?
  - c. What are the risks?
  - d. What are the hazards?
  - e. Will this be fun?
6. **What was the moral to the story about the wheelbarrow and the bricks?**
  - a. You are responsible for your safety.
  - b. Your instructor is responsible for your safety.
  - c. Staying safe depends mostly on talent.
  - d. Staying safe is mostly a matter of luck.
7. **A flight of cadets is picking up litter on an old runway that's supposed to be closed. You see something no one else does: an airplane suddenly turning your way for an emergency landing. You:**
  - a. Ask your flight sergeant for permission to move out of the way.
  - b. Tell your wingman to move out of the way.
  - c. Command, "Knock it Off! Everyone stop, there's an airplane coming."
  - d. Recommend your flight sergeant give the "Knock it Off" command.
8. **If you attend a CAP squadron meeting, you should expect to see AT LEAST how many senior members there to supervise cadets?**
  - a. 0
  - b. 1
  - c. 2
  - d. 3
9. **Your wingman keeps riding to CAP in a car with just one senior member who isn't related. You should:**
  - a. Do nothing because no rule is being broken.
  - b. Tell any senior member you trust because that's against the rules.
  - c. Ask your wingman if the senior member driver has been acting creepy.
10. **Why didn't Bruce Wayne / Batman execute the prisoner?**
  - a. Killing people is against his code of honor.
  - b. He was afraid to.
  - c. He couldn't be sure the prisoner deserved to die.
  - d. It wasn't safe for him to kill the prisoner