CAP Squadrons and Missions

DURATION: 50 Minutes

TEACHING METHOD: Discussion and exercise (Live or Webinar)

READING: Student Guide

LESSON OBJECTIVE: Comprehend how the various types of squadrons support CAP's three missions.

DESIRED LEARNING OUTCOMES (DLO):

1. Describe the three types of CAP squadrons and the process for chartering a new unit.
2. Describe how squadrons support the three missions of CAP and the role that the squadron commander plays in this process.
3. Explain the importance of conducting engaging squadron meetings and activities.

LESSON STRATEGY: This lesson is designed to detail the specific types of units and their role in the organization.

INSTRUCTOR NOTE: This lesson focuses on the squadron, its types, its relationship to the organization and mission; and ways to make the most important function of a squadron: its weekly meeting – engaging, challenging and fun.

Students should have completed the assigned reading in the pre-course before coming to the class. This allows you to spend most of your time on the discussion questions and exercises. Survey the students to see how well they've absorbed the material and adjust your plan as necessary.

REVIEW: Ask students if they have any questions about the reading. If they have questions, answer them. If not, proceed with a short review. Ask students to share the most important points from the reading. Start with how units charter and what is required. Move to unit types and missions. The students should be able to describe the three types of CAP squadrons and the three missions of CAP. Encourage several students to participate/share.

BRIDGE: We just talked about CAP having three missions, but most members of CAP joined because they were attracted to one mission. A person joined to fly missions, to work with cadets, or to teach aerospace. Over time, some members become active in all three missions. However, many members tend to concentrate their efforts on a single mission. This can lead to a unit with a single focus.

SUGGESTED DISCUSSION QUESTIONS: Feel free to add or adjust questions, as necessary, to meet the students' needs. Include unique conditions specific to your wing.

Lead off Question: What is the role of the unit commander in promoting all three of Civil Air Patrol's missions? How can you show support for all three missions?

Supporting Question: Think about your unit meetings and activities. Does your unit have a primary mission or does it support all three missions for all members? Why?

Supporting Question: How should commanders address potential members who may not have an interest in all three missions? What can be done to include members who do not have an overt interest in the primary mission a unit concentrates on?

Supporting Question: How might it be possible to more effectively balance your unit's capabilities in supporting CAP's missions? (This is an especially intriguing question for senior squadrons and for cadet squadrons.)

EXERCISE: Discuss the importance of engaging squadron meetings and activities that support all three missions. Ask each member present to choose the mission (CP, AE, or ES) for which he or she has the greatest passion. This will divide the class into three groups. Ask each group to work together to make a list of ways each kind of squadron can support their assigned mission. Give the groups time to work on their lists. Have them share their lists with each other.

CLOSELY RELATED LESSONS: Commander's Intent, Squadron Staff Responsibility, Meeting Planning