

CADET GREAT START



ORIENTATION & TRAINING FOR
CIVIL AIR PATROL CADETS



CADET GREAT START

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Also see cap.gov/greatstart for more resources



CIVIL AIR PATROL USAF Auxiliary

Cadet Programs

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PREFACE

Training and retention are connected. The best way to retain cadets is to busy them with worthwhile activities. This course brings a fresh approach to cadet indoctrination through meaningful, exciting, well-organized activities designed to transform prospective cadets into cadet airmen.

CAP has been lacking a standardized, user-friendly curriculum for orientating new cadets and getting them through Achievement 1. Therefore, the quality of cadet training has varied from unit to unit, making CAP's dismal retention rate for first-year cadets (33%) no surprise. On its own, this course will not solve the cadet retention problem, but it is hard to imagine cadet retention improving if squadrons do not offer a comprehensive orientation for prospective and new cadets.

Looking at cadet orientation as a system, it seems that commanders have three options:

Trickle-In. The first and most common system is the "trickle-in" approach whereby the squadron allows prospective cadets to join at any time, so the unit will constantly have one or two new cadets, but rarely more. Commanders know the new cadets have training needs, but with everything else going on in a squadron, most units do not find it feasible to devote precious resources to the new cadets. Instead, new cadets fall-in with the experienced cadets, and are left on their own to progress in CAP. Is it any surprise that two-thirds of new cadets leave CAP during their first year?

Basic Cadet Training. The second option is the "Basic Cadet Training" approach where squadrons send new cadets to the group or wing for a weekend of training. The obvious benefit here is that new cadets receive training designed to meet their needs. However, it is the quality of weekly unit meetings that has the greatest effect on cadet retention. A weekend BCT will excite a new cadet, but if the weekly meeting does not include worthwhile activities, the cadet will quit. Still, sometimes a BCT-style approach is the most practical option, so this course has been designed to work well in that format.

Pipeline. The third option for orientating prospective and new cadets is called the "pipeline" and is the most ideal format for this course. Under the "pipeline" concept, once or twice a year, the squadron holds a recruiting drive that brings in several cadets at once. This allows the squadron to justify setting-up a special flight of new cadets, where they will receive training designed to meet their needs. Because "pipeline" training takes place mostly during squadron meetings, new and advanced cadets have something to look forward to for several weeks, which should improve attendance and retention.

HALLMARKS OF THE CADET ORIENTATION & TRAINING COURSE

1. Begins with an open house showcasing the exciting opportunities available through the CAP Cadet Program
2. Sets learning objectives that are designed specifically for new cadets
3. Provides a standardized, easy to use curriculum
4. Challenges cadet NCOs and officers by using them as mentors and instructors
5. Informs parents of CAP policies and builds trust between parents and CAP leaders
6. Includes a plan for managing administrative tasks that support the Great Start program
7. Involves cadets in exciting, hands-on training activities, as opposed to passive, boring lectures
8. Concludes with an orientation flight to motivate and reward new cadets

COURSE INTRODUCTION



"I may only be 12, but I take full pride when I am in my uniform."

Cadet L.D., Illinois

Primary Goal

To provide new cadets with an exciting, comprehensive, and educationally sound introduction to the CAP Cadet Program, enabling them to succeed quickly.

Program Objectives

1. Motivate prospective cadets to join CAP
2. Introduce cadets to all five elements of the Cadet Program
3. Develop positive attitudes and teamwork
4. Increase retention through structured activities
5. Increase training effectiveness through a detailed curriculum guide

Program Format

This course is primarily designed for use at squadron level, with most of the activities taking place during weekly squadron meetings. The syllabus also calls for the unit to host a "Field Day" (e.g., on a Saturday), where cadets will complete a full day of intensive training. A second option is for the group or wing to host the course over a weekend. (For a comparison of these two options, see the preface.)

Graduation Requirements

Cadets who participate actively in course activities and complete the usual requirements of Achievement 1 receive credit for completing Great Start and earn a graduation certificate.

Cadet Cadre

Cadet NCOs and officers are essential to the success of this course. Ranking cadets, working under senior member supervision, should execute a majority of the lessons and activities.

COURSE OUTLINE

PRE-PLANNING & CADET CADRE TRAINING

Goal: Prepare ranking cadets and adult leaders to implement the Great Start course successfully

P1. Pre-Planning (unit commander & project officer)

Block Objectives

Note: *This block is mostly administrative, not instructional*

- a. Review and complete the Great Start pre-planning checklist
- b. Communicate to the squadron the value of the Great Start program

Tasks:

P1 Pre-Planning Checklist (Appendix 1)

P2. Cadet Cadre Training

Block Objectives

- a. Value and demonstrate an attitude of professionalism; describe the Great Start standards of professionalism for cadet cadre
- b. Describe the overall Great Start goals and objectives, and describe in detail the objectives and methods for assigned lessons
- d. Describe in detail the steps involved in the demonstration / performance method
- e. Describe principles of effective extemporaneous speaking

Lessons

P2 Cadet Cadre Training 0:50

PART 1: ORIENTATION: WELCOME TO CIVIL AIR PATROL

Goal: Motivate young people to become CAP cadets

1. Orientation

Block Objectives

- a. Identify and briefly describe the three missions of CAP
- b. Identify and respond positively to the opportunities available to young people through the CAP Cadet Program
- c. Identify CAP as a non-profit, volunteer auxiliary of the U.S. Air Force
- d. Identify requirements for cadet membership, to include the application process, dues and fees, meeting schedules, wear of the uniform, and related topics
- e. Explain the purpose of the Cadet Orientation & Training Course
- f. Value CAP as an extra-curricular activity and apply for membership
- g. Describe and respond positively to basic CAP policies regarding membership and cadet protection (parents)

Lessons

- | | | |
|-----|--------------------------|------|
| 1.1 | Exciting Opportunities | 0:45 |
| 1.2 | Cadet Membership | 0:20 |
| 1.3 | Teambuilding: Mine Field | 0:30 |
| 1.4 | Great Start Overview | 0:15 |
| 1.5 | Parents' Introduction | 0:30 |

PART 2: TRAINING

Goals: Introduce new cadets to all five elements of the Civil Air Patrol Cadet Program, equipping them with the knowledge and skills necessary for completing Achievement 1; develop in new cadets positive attitudes toward leadership and an appreciation for the cadet ethic.

2. Leadership

Block Objectives

- a. Describe techniques for active listening
- b. Define the concept of “leadership” and describe related concepts such as “discipline,” “teamwork,” “attitude,” and “military bearing”
- c. Explain why learning to follow is the first step in becoming a leader
- d. Explain the purpose of drill and perform basic drill movements proficiently
- e. Describe the concept of a “chain of command” and identify grade insignia
- f. Describe the purpose of, and practice, basic military customs and courtesies
- g. Describe the purpose of the uniform in CAP; identify basic standards governing the wear of the uniform

Lessons

Followership & Drill

| | | |
|------|-------------------------------|------|
| 2.1 | Leadership Foundations 1 | 0:30 |
| 2.11 | Teambuilding: Identity Crisis | 0:30 |
| 2.12 | Drill & Ceremonies 1 | 0:30 |
| 2.13 | Drill & Ceremonies 2 | 0:30 |
| 2.14 | Drill & Ceremonies 3 | 0:30 |
| 2.15 | Drill & Ceremonies 4 | 0:30 |

Teamwork & The Chain of Command

| | | |
|------|--------------------------|------|
| 2.2 | Leadership Foundations 2 | 0:30 |
| 2.21 | Grade Insignia | 0:15 |

Customs & Courtesies

| | | |
|------|--------------------------|------|
| 2.3 | Leadership Foundations 3 | 0:30 |
| 2.31 | Customs & Courtesies Lab | 0:30 |

The Uniform

| | | |
|------|-------------------------------|------|
| 2.4 | Leadership Foundations 4 | 0:30 |
| 2.41 | Wear of the Uniform Lab | 0:30 |
| 2.42 | Uniform Inspection & Tutorial | 0:15 |

3. Aerospace Education

Block Objectives

- a. Complete a simple hands-on activity that illustrates a basic concept in aerospace
- b. Follow instructions and cooperate with teammates to complete a simple hands-on project
- c. Participate in a pre-flight briefing or aircraft inspection
- d. Value the experience of flight (for additional objectives, see orientation flight syllabus)

Lessons

| | | |
|-----|--|------|
| 3.1 | AE Team Activity: Survival on the Moon | 0:50 |
| 3.2 | Preflight Activity | 0:50 |
| 3.3 | Orientation Flight | 3:00 |

4. Physical Fitness

Block Objectives

- a. Describe the importance of, and commit to, exercising regularly
- b. Demonstrate how to perform each event in the CPFT
- c. Participate in a fitness activity while displaying a positive, team-orientated attitude

Lessons

| | | |
|-----|------------------------------------|------|
| 4.1 | Introduction to Fitness & the CPFT | 0:30 |
| 4.2 | Fitness Activity | 0:50 |

5. Character Development (formerly Moral Leadership)

Block Objectives

- a. Identify and describe the four CAP Core Values
- b. Justify the need for having Core Values in CAP
- c. Explain what it means to take an oath
- d. Recite the Cadet Oath and paraphrase it to show understanding of its key components

Lessons

| | | |
|-----|-----------------------------|------|
| 5.1 | Introduction to Core Values | 0:50 |
| 5.2 | The Cadet Oath | 0:30 |

6. Special Activities

Block Objectives

- a. Demonstrate how to use a magnetic compass and perform a compass walk
- b. Demonstrate teamwork and the ability to follow directions
- c. Justify the importance of having a safety briefing when in the field

Lessons

- | | | |
|-----|----------------|------|
| 6.1 | Field Safety | 0:10 |
| 6.2 | Compass Course | 0:70 |

PART 3: EVALUATION & MANAGEMENT

Goals: Provide cadets with the opportunity to complete all requirements for promotion to Cadet Airman; provide the cadets with needed administrative support during the course

7. Evaluation

Block Objectives

Note: *This block is mostly administrative, not instructional*

- a. See chapter 1 of the cadet leadership text and CPFT standards
- b. Actively answer questions during pre-test review (Jeopardy!)
- c. Achieve a passing grade on the Achievement 1 test
- d. Actively correct own written test to 100%, after passing
- e. Describe CAP's leadership expectations for Phase I of the Cadet Program
- f. Justify the need for feedback in the cadet leadership program; listen to the mentor and discuss own performance during a feedback meeting

Lessons & Tasks

| | | |
|------|--|-----------------|
| 7.1 | Pre-Test (Jeopardy!) | 0:30 |
| 7.2 | Cadet Physical Fitness Test | 0:50 |
| 7.3 | Written Exam (Curry) | 0:30 |
| 7.31 | Drill Exam (Curry) | 0:15 |
| 7.32 | Written Exam - Corrections | 0:15 |
| 7.33 | Recite Cadet Oath | 0:05 |
| 7.4 | Cadet Progression & Leadership Expectations | 0:30 |
| 7.41 | Feedback Meeting (CAPF 50-1) | 0:15 each cadet |

8. Management

Block Objectives

Note: *This block is mostly administrative, not instructional*

Lessons & Tasks

| | | |
|-----|------------------------------|------|
| 8.1 | Distribute Student Materials | 0:10 |
| 8.2 | Complete CAPF 15 Application | 0:10 |
| 8.3 | Field Day Overview | 0:10 |
| 8.4 | Promotion Ceremony | 0:15 |
| 8.5 | Social | 0:30 |

IMPLEMENTATION GUIDELINES

Course Leadership

As with any project, the unit commander is ultimately responsible for the success of this course; however, it may be useful for the commander to appoint a senior member who is knowledgeable about Cadet Programs to serve as the course director. The course director and/or unit commander should appoint cadet NCOs, cadet officers, or if necessary, other senior members to serve as instructors. For more on the role of the cadet cadre, see the “Pre-Planning & Cadet Cadre Training” block of instruction.

Student Eligibility

This course is intended for both prospective cadets and new cadets. Ideally, squadrons will begin the course with an open house that generates enthusiasm for CAP among several young people. As the course transpires, the prospective cadets will decide to join CAP and officially become cadets. The unit may also allow relatively new cadets to participate in the course as a form of refresher training.

Curriculum Design

Lesson Sequence. As illustrated by the suggested schedules found in this guide, there is a recommended sequence for the various lessons. For example, the first leadership activity involves listening skills because knowing how to listen well is crucial to the cadets’ success in the other lessons. As another example, cadets learn about teamwork in their leadership foundations lessons *before* they participate in a team-based aerospace activity. Course directors should not deviate from the suggested schedule, if at all possible.

Methods of Instruction. To generate excitement among the prospective and new cadets, approximately 70% of the course uses hands-on learning such as team leadership problems, drill and ceremonies, fitness activities, field exercises, and more, augmented by a minimal amount of informal lectures and classroom discussions.

Field Day. Field Day serves two purposes. First, it shortens the course’s duration, enabling cadets to complete Achievement 1 quickly; cadets who succeed early on are more apt to remain active in CAP. If Great Start were conducted without Field Day, the course would be 4 weeks longer. Second, Field Day is a motivator for new cadets. Working together for a full day builds team spirit and underscores the idea that the whole unit supports the new cadets. Plus, Field Day makes it possible for new cadets to participate in intensive hands-on activities such as a compass course and a fitness activity – events that would be impractical to do during a weekly squadron meeting. Have cadets bring a bag lunch or order pizza and eat-in to save time on Field Day.

Personalizing Lesson Plans. The course materials include detailed lesson plans to make it easy for squadrons to offer Great Start, and to enable sharp but inexperienced cadet NCOs and officers to succeed as instructors. The lesson plans are simply guides; instructors may personalize them by substituting different activities, or approaching

the subject matter in a slightly different manner. What is most important is that the students fulfill the Great Start learning objectives.

Training Environment

Fun & Challenging. Great Start is meant to be fun, yet challenging. When working with prospective and new cadets who are not yet invested in CAP, it is crucial that their first experiences be positive. At the same time, cadets are attracted to the challenge represented by the uniform and the opportunity to develop self-discipline. Creating such a training environment requires maturity on the part of the cadet cadre, and the wisdom to understand how to challenge cadets in a positive way.

Inspire or Require? Great Start leaders should *INSPIRE* cadets to live up to CAP standards in professionalism and bearing. Webster explains that *inspire* means to “influence, move, and guide... to have an enlivening effect on someone.” By inspiring cadets, a leader lays a foundation for the cadets to become self-directed, an important step in their development as leaders.

On the other hand, suppose that italicized sentence was changed to read, “leaders should *require* cadets to live up to CAP standards.” Is there a difference? Webster explains that *require* means “to insist upon... to make a demand based on one’s authority.” Such a heavy-handed, authoritarian, “do this now because I said so” approach might succeed (albeit, not pleasantly) with students who are already self-motivated. But again, in working with prospective and new cadets, the leader’s job is to convince the young people that CAP matches their interests and that they should take advantage of CAP opportunities and live up to CAP standards.

In other words, new cadets need a leader who inspires more than they need a boss who requires.

(For a fuller perspective on these leadership principles, see the block of instruction on cadet cadre training.)

Membership

CAP is a great organization, but it is not for everyone. Great Start recognizes this by suggesting that all prospective cadets attend three meetings before they apply for membership. The Great Start schedule calls for prospective cadets to receive the CAPF 15 membership application during week number three, then for the cadets to take the form home, complete it, and return it on week number 4.

Repeating the Welcome to CAP

The Great Start schedule suggests that between weeks 1 and 2, units might want to repeat week 1’s “Welcome to CAP” activities. For example, some prospective cadets might attend the open house and suddenly realize they have friends who would want to join CAP. The idea here is to allow as many youth as possible to start the training phase of Great Start at the same time. Of course, this would place a burden on the unit, so it may not be the right approach for all squadrons. But on the other hand, such an approach helps the unit avoid the “trickle-in” system discussed in the preface.

Student Uniforms

With both prospective and new cadets participating in the course, the unit will need to be flexible in its policy about uniforms. If cadets possess a uniform, they should wear it. Prospective cadets and new cadets without a uniform might wear an interim uniform – jeans and a distinctive t-shirt, perhaps. Ideally, all students will participate in the Cadet Uniform Program and receive a “free” uniform before graduating from the course. For more about the Cadet Uniform Program, see cap.gov/cadets.

Course Supplies & Student Materials

For a list of the general supplies and student materials needed during this course, see the appendix. As discussed during Activity 1.4, “Great Start Overview,” the unit needs to decide what it wants to do regarding interim textbooks for cadets. Great Start students will need access to chapter 1 of the leadership textbook; also cadets might appreciate having access to the uniform mini-posters included in the New Cadet Kit. The unit could make photocopies of these materials and provide them to the cadets, or direct cadets to cap.gov/greatstart and have the cadets download and print the materials themselves.

Evaluations

There are a handful of formal and informal evaluations during the course, the most important of which are the Achievement 1 leadership test and the Cadet Physical Fitness Test. Those are the two main requirements for promotion to cadet airman.

Test Eligibility. Ordinarily, an individual’s membership must be current on E-Services if they wish to test. New cadets participating in Great Start may take their Achievement 1 tests before their name appears in e-Services, provided that their application form has been completed and is en route to CAP National Headquarters.

Testing Officers. Any CAP testing officer may administer the Achievement 1 test. For example, if the wing hosts Great Start and cadets from several squadrons attend, a single testing officer may proctor tests for all participating students. It is not necessary for each squadron to send its own testing officer.

Testing Results. If a cadet fails the Achievement 1 test, the unit is encouraged to have the cadet re-test over the weekend, before week number 5. Likewise, if the cadet fails to recite the Cadet Oath from memory during week number 4, the unit should give the cadet another opportunity during week number 5. These practices help ensure as many cadets as possible meet Achievement 1 standards in time to be promoted on week number 5.

Promotions. The intent of this course is to enable new cadets to succeed quickly. Therefore, the course concludes with a promotion ceremony. Unit commanders who send new cadets to Great Start at the group or wing should do so with the understanding that if the cadet passes the Achievement 1 leadership test and CPFT, the course director will promote the cadet to cadet airman.

End-of-Course Critique. The course director should have students and staff complete an end-of-course critique. The course director and his or her top assistants should review the critiques to learn how to improve the course for next time.

Curriculum Suggestions. Course directors are encouraged to send their comments and suggestions about the Great Start program to their wing director of cadet programs and/or National Headquarters. For contact info, see cap.gov/cadets.

Awards

To motivate cadets to excel, the course director may want to present awards to outstanding cadets. Some possible awards are listed below. The type and number of awards presented should be determined locally, depending on the number of students and cadet cadre participating in the course.

- Most Outstanding Performance in Drill
- Highest Score - Written Exam
- Most Outstanding Performance in Physical Fitness
- Honor Cadet
- Most Outstanding Instructor (cadet cadre)

Reporting Requirements

At the conclusion of Great Start, course directors should report their graduating students and participating staff to National Headquarters using CAPF 11. Although a CAPF 11 report is not required, the report will aid in monitoring the effectiveness of the Great Start program. Also, National Headquarters will update the members' records to show they graduated from or served on staff at Great Start, and send the unit a certificate recognizing them for successfully hosting a Great Start.

RECOMMENDED SCHEDULE

| Week 1 | Week 2 | Week 3 | Sat. | Week 4 | Week 5 |
|---|---|--|-----------|--|--|
| 1.1 Exciting Opportunities 0:45 | 2.1 Followership 0:30 | 2.2 Chain of Command 0:30 | Field Day | 7.3 Curry Exam 0:30 | 2.42 Uniform Tutorial 0:15 |
| 1.2 Cadet Membership 0:20 | 2.12 Drill 1 0:30 | 2.13 Drill 2 0:30 | | 7.31 Drill Test 0:15 | 7.41 Feedback Meetings 0:15 (Concurrent with other events depending on group size) |
| 1.3 Mine Field 0:30 | 2.3 Customs & Courtesies 0:30 | 2.31 Customs & Courtesies Lab 0:30 | | 7.2 CPFT 0:50 | |
| 1.5 Parents' Introduction 0:30 (concurrent events) | 2.11 Identity Crisis 0:30 | 2.21 Grade Insignia 0:15 | | 7.33 Recite Cadet Oath 0:05 | 3.2 Preflight Activity 0:50 |
| 1.4 Great Start Overview 0:15 | | | | | 8.4 Promotion Ceremony 0:15 |
| | | | | | 8.5 Social 0:30 |
| Homework Browse web | Administrative 8.1 Distribute student materials 0:10 | Administrative 8.2 Distribute CAPF 15 apps 0:10 | | Administrative 7.32 Correct Curry Exams to 100% 0:15 | And don't forget the next Saturday should be devoted to: 3.3 Fly 3:00 |
| Special Repeat events on weekend if new recruits surface (optional) | Homework Read chapter 1 leadership Measure for uniform Start exercising | Homework Review uniform mini-posters Review grade insignia Continue exercising | | | |

WEEKLY SCHEDULE

| | |
|--------------------|---------------|
| Opening Formation | 0:15 |
| a. Anthem | |
| b. Cadet Oath | |
| c. Announcements | |
| d. Review learning | |
| Activities | <i>Varies</i> |
| Closing Formation | 0:05 |
| Total | 2:30 |

FIELD DAY

| | | |
|------|------|-------------------------------|
| 0800 | 8.3 | Opening Formation & Overview |
| 0810 | 2.14 | Drill 3 |
| 0840 | 5.1 | Intro to Core Values |
| 0930 | 5.2 | The Cadet Oath |
| 1000 | 2.4 | The Uniform |
| 1030 | 2.41 | Wear of the Uniform |
| 1100 | 2.15 | Drill 4 |
| 1130 | | Lunch (eat in) |
| 1215 | 6.1 | Field Safety |
| 1225 | 6.2 | Compass Course |
| 1335 | 3.1 | AE Team Activity |
| 1430 | 7.4 | Cadet Progression |
| 1500 | 7.1 | Pre-Test / Jeopardy! |
| 1530 | | Change into PT clothes |
| 1545 | 4.1 | Intro to Fitness |
| 1615 | 4.2 | Fitness Activity |
| 1715 | | Closing Formation & Dismissal |

CADET GREAT START WEEKEND SUGGESTED SCHEDULE FOR GROUPS & WINGS

Prior to Arrival (at the home unit)

Introduction to CAP & Membership (see Week 1 on the "Recommended Schedule")

Complete CAPF 15 and join CAP

Distribute student materials

Great Start Weekend

DAY 1

0800 Opening Formation & Overview
 0815 2.1 Followership
 0845 2.12 Drill 1
 0915 2.2 Chain of Command
 0945 2.21 Grade Insignia
 1000 Break
 1015 2.13 Drill 2
 1045 2.3 Customs & Courtesies
 1115 2.31 C & C Lab

 1145 Lunch

 1230 3.1 AE Team Activity
 1330 2.4 The Uniform
 1400 2.41 Wear of the Uniform
 1430 Break / Change into PT clothes
 1445 4.1 Intro to Fitness
 1515 4.2 Fitness Activity
 1615 Closing Formation
 1630 Dismissal

DAY 2

0800 Opening Formation & Overview
 0805 2.42 Uniform Insp. & Tutorial
 0820 5.1 Intro to Core Values
 0915 2.14 Drill 3
 0945 5.2 Cadet Oath
 1015 Break
 1030 6.1 Field Safety
 1040 6.2 Compass Course

 1150 Lunch

 1230 2.15 Drill 4
 1300 7.1 Pre-Test / Jeopardy!
 1330 7.3 Written Exam (Curry)
 1400 7.31 Drill Exam (Curry)
 1415 7.33 Recite Oath
 1420 Break / Change into PT clothes
 1435 7.2 CPFT
 1530 7.32 Exam Corrections
 1545 7.4 Cadet Progression
 1615 8.4 Promotion Ceremony
 1630 Closing Formation / Dismissal

After Completion (at the home squadron)

The home squadron will want to do their part to conclude the Cadet Great Start program by scheduling the following tasks as soon as possible following the group or wing event:

- 3.2 Preflight
- 3.3 Orientation Flight
- 7.41 Leadership Feedback Meeting
- 8.5 Social (some manner in which the full squadron recognizes the new airmen)

ACTIVITY P2

CADET CADRE TRAINING

It is especially vital for the Great Start cadet cadre to lead by example because their behavior sets the tone for prospective and new cadets, some of whom may not be sure if CAP is right for them. During this activity, the cadet cadre discuss what professional standards they must uphold as Great Start instructors. Further, the cadre reviews the Great Start curriculum, and considers how they can best use the course's lesson plans as tools. The activity concludes with discussions about training methods and principles of extemporaneous speaking.

Suggested Instructor

A senior member and/or a cadet officer should lead this activity

Duration

50 min

Objectives

1. Defend the idea that cadet instructors must lead by example
2. Explain the goals and discuss the content of the Great Start program
3. Describe and compare training methods used during Great Start
4. Discuss principles of effective extemporaneous speaking

Visual Aids

Optional Powerpoint slides are available for this activity

Clips from the movie *Glory*, starring Matthew Broderick, are used to illustrate leadership attitudes

Copies of all Cadet Great Start lesson plans, for distribution to the instructors

LESSON OUTLINE

1. Professional Standards

15 min

Glory: Film Clips

Clip #1: Sgt Mulchaey teaches the men left from right during drill (DVD chapter 7)

Clip #2: Col Shaw and Maj Forbes confer on how the men should be treated (DVD chapter 9)

How would you describe Sgt Mulchaey's attitude as a leader and instructor?

How would you describe Col Shaw's attitude? Which is the more effective leadership strategy? Why?

Anticipated Response

Sgt Mulchaey drives the men; Col Shaw is less of a boss and more of a leader; Sgt Mulchaey is overly authoritative while Col Shaw is comfortable in his rank and in his skill as a leader; the men fear Sgt Mulchaey, but they come to respect Col Shaw; *Col Shaw's leadership attitude is much more effective than Mulchaey's because Col Shaw shows a concern for people*

If you are a prospective or new cadet, what thoughts are going through your mind? How does the cadet staff's attitudes and behaviors affect you?

Anticipated Response

Cadets are wondering if CAP is right for them; some are joining for a challenge, others just to have fun; if the staff seems elitist or too iron-tailed, new cadets may find it hard to fit in and will leave CAP; new cadets may be eager to earn C/Amn and meet CAP standards, but they need a helping hand as they get started in CAP

If you were a prospective or new cadet, what leadership traits would you want to see in the cadet staff? What traits would turn you off?

Anticipated Response

| <i>Desirable Traits</i> | <i>Undesirable Traits</i> |
|-------------------------|---------------------------|
| Positive | Negative |
| Encouraging | Demeaning |
| Knowledgeable | Clueless |
| Leads by example | Hypocritical |
| Inspirational | Pessimistic |
| Welcoming | Aloof |
| Patient | Short-tempered |
| Helpful | Apathetic |

2. Introduction to Great Start Curriculum

10 min

Review Course Goal: The Great Start program aims to take prospective cadets, motivate them to join CAP, and then provide them with the training they need to become good cadet airmen.

Review Schedule: Great Start is a structured program, consisting of over a dozen activities specially designed for new cadets. Each of the Cadet Program's 5 elements are represented. *Refer to the schedule and briefly highlight the main activities.*

Lesson Plans: Cadet officers and NCOs will lead 80% of the training activities. Lesson plans describe the goal, duration, and training content of each activity. Think of the lesson plan as a recipe telling you how to provide the training new cadets need. If you follow the lesson plan / recipe closely, you are sure to be pleased with what you produce; likewise, if you disregard the lesson plan / recipe, your efforts might not produce the results you wanted. Therefore, cadet instructors need to read their lesson plan closely and be sure they have a thorough understanding of how they will lead the new cadets toward the learning objectives.

Show the cadets a hard copy or electronic version of a Great Start lesson plan. Identify the scope statement, the objectives, and the lesson outline.

How will you know if you are comfortable with the lesson plan? What questions should you be able to ask yourself and answer to prove you understand your lesson plan?

Anticipated Responses:

- What is the purpose of this activity? What are cadets supposed to know or be able to do at the end of the activity?
- What are the main teaching points?
- What training method will you use for the activity? Is it a demonstration – performance? A guided discussion? A lecture? Something else?
- What does the source material tell you about the subject matter? Review the leadership textbook, drill manual, or uniform manual to make sure the information you present is factually correct! Do not assume you have all the answers – your “answers” might be wrong!
- How are those teaching points ordered? What sequence should I use in presenting the teaching points?
- Do I need to do anything special to prepare for this activity? Do I need to obtain any special equipment, or arrange the room in a certain way, or confer with other cadet instructors who will be helping me?
- If you were a new cadet, what questions would you have about this topic? What aspects of the topic might you find confusing?

3. Methods

5 min

There are 3 main training methods used in the Great Start program: lecture, demonstration – performance, and guided discussion. Let’s consider each:

What is a lecture? What are the pros and cons of teaching via lecture?

Anticipated Response

The lecture is avoided whenever possible because it is passive and boring and too much like going to school. Still, sometimes you simply need to convey basic information, and the lecture is a good way to do that. In a lecture-based approach, the answers come from the instructor.

What is the demonstration - performance method? What are some of its benefits?

Anticipated Response

The demonstration - performance method (called the "demo-perf") is a great way to teach drill, knot-tying, how to use a compass, etc. - almost any sort of skill. With a demo-perf, the instructor demonstrates the skill, and then the student tries to mimic the instructor in performing the skill. Another advantage of this method is that the new cadets / students actively participate in their training, and the instructor can provide on-the-spot coaching.

What is the guided discussion method? What are some of its benefits?

Anticipated Response

The guided discussion is more engaging than the lecture because the new cadets / students actively participate in the activity by answering questions, sharing their insights, and conversing with one another as well as the instructor. Another big benefit of the discussion is that the instructor gets a sense of whether the cadets understand the material, based on how they respond to the discussion questions, whereas with the lecture, you can not be sure if the new cadets / students understand what you are trying to say. In a guided discussion, the answers come from the students.

4. Speaking Extemporaneously

5 min

In an environment where you are a trainer, what sort of public speaking principles do you need to keep in mind?

Anticipated Response

- Speak loud enough so everyone can hear you
- Make eye contact with your students
- Put cadets at ease so they can listen to you
- Speak clearly; don't mumble your words

- Review your lesson plan in advance so you are so comfortable in knowing what you will say, you do not need to read directly from your notes
- If you mess up while speaking, just take a deep breath, collect your thoughts, and move on

5. Management

10-15 min

Assign the cadet staff their instructional duties (or allow them to pick whichever training activities interest them the most). Allow the cadets 5 minutes or so to read their lesson plans, then ask if anyone has any questions.

ACTIVITY 1.1

EXCITING OPPORTUNITIES

This series of presentations is the squadron's first and perhaps only opportunity to motivate prospective cadets to take an interest in the CAP Cadet Program. The goal is not necessarily to convince prospective cadets to join CAP, but to at least attend a couple meetings and see if CAP is right for them. The plan below is intentionally flexible so that squadrons may showcase whatever activities they like to emphasize in their unit. Therefore, the unit will need to be imaginative and do some planning to make this event a success. It is recommended that the unit include a handful of 5-minute presentations about cadet activities to show the diverse mix of opportunities available in CAP. Following this event, prospective cadets and families receive information about CAP membership.

Suggested Presenters

The unit commander should open this activity with a brief welcome
A number of cadet officers and NCOs should make short presentations (prospective cadets will respond to other teens better than they will adults)

Duration

45 min

Goal

Motivate young people to take an interest in the exciting opportunities available to them in CAP

Visual Aids

It may be useful to have some cadets wear blues and others BDUs, to showcase both uniforms

ROUGH OUTLINE WITH SUGGESTED EVENTS

1. Welcome by squadron commander 2 min
2. Video introducing CAP to a general audience 5 min (see capchannel.com)
3. Cadet Presentations (pick 4 or 5) 20-30 min (about 5 min each)
 - Slideshow of recent cadet events
 - ELT / L-Per demonstration
 - Posting of the Colors
 - Slideshow or talk about orientation flights

- Drill Team demonstration
 - Satellite Tool Kit demonstration
 - Model Rocketry display
 - Slideshow or talk by a NCSA graduate
 - Slideshow of encampment activities
 - *Anything CAP-related that young people will find engaging*
4. Closing Video 3 min (see capchannel.com)
Any exciting CAP video
5. Questions & Answers 10 min

ACTIVITY 1.2

CADET MEMBERSHIP IN CAP

Intended for prospective cadets and their parents, this briefing outlines the membership eligibility requirements, the cost of joining, and the cost of obtaining uniforms.

Suggested Instructor

The squadron commander or another senior should deliver this presentation *Because parents are part of the intended audience, an adult should lead this briefing, not a cadet*

Duration

20 min

Goal

Understand the eligibility requirements and costs involved in joining CAP

Visual Aids

Powerpoint slides (squadrons are encouraged to customize the slides, adding specifics about dues, fees, and local policies)

LESSON OUTLINE

1. Eligibility

2 min

The most basic eligibility requirement is that prospective cadets must be between 12 and 18 years old. *(Keep it simple; for additional requirements, see CAPR 39-2.)*

Prospective cadets must attend x meetings before officially applying for membership *(explain any local policies).*

Parents are encouraged to join either to support cadets or contribute to our emergency services or aerospace education missions. Parents can also support cadets informally by serving on a parents' committee.

2. Annual Dues

3 min

First, understand that CAP is a non-profit, volunteer organization.

The initial membership for cadets is *(varies by wing).*

If there are local dues or special fees, explain those.

Some special activities, such as week-long summer encampments, involve additional fees. *(Briefly describe the typical fee structure for your local area.)*

CAP-related expenses may be tax-deductible, just as with any other charitable contributions.

[Cost may be an issue for some families; squadron leaders should consider how they will respond to parents who say they cannot afford for their son or daughter to join.]

3. Uniforms

5 min

As part of their leadership training, cadets wear the Air Force-style uniform.

Through the Cadet Uniform Program, cadets may receive an Air Force-style blues uniform, at no cost to them, depending on the availability of federal funds. Normally, this uniform arrives in the mail about 6 weeks after officially joining CAP.

Many cadets also choose to wear the camouflage or BDU uniform, but this is optional.

Describe other sources for obtaining uniforms in your area, such as: unit supplies, DRMO, army-navy stores, military clothing sales, etc. Estimate the costs involved if the Cadet Uniform Program is unavailable.

Explain how cadets obtain insignia; ie: from Vanguard or the unit directly or another source.

To wear the uniform, cadets must meet the grooming standards. Basically this means that hair on males must be over the ears and off the collar; females have a lot more options.

4. Cadet Member Kit

2 min

About 2 weeks after joining CAP, you will receive a Cadet Member Kit in the mail. The kit is a zip-up binder that includes the aerospace textbooks, the leadership textbook, mini-posters showing how to wear the uniform properly, a CD-ROM loaded with all sorts of resources, and a few other items.

Cadets use the textbooks inside the member kit to progress in the Cadet Program. We'll have activities here each week, but you'll also need to do some reading on your own so you can pass written tests and earn promotions and awards. We'll discuss the promotion system a bit later [during Activity 8.4, "Cadet Progression."]

5. Benefits

2 min

The CAP Cadet Program is not for everyone, but if you are interested in aviation and space, leadership skills, making new friends, and rising to the challenge symbolized by the Air Force-style uniform, you should consider becoming a CAP cadet.

6. Final Thought & Questions & Answers

5 min

ACTIVITY 1.3

TEAMBUILDING: “The Mine Field”

Mine Field is a popular, engaging game involving communication and trust. It is a hands-on activity from which prospective and new cadets can gain leadership insights as they get to know one another. The activity is included during the prospective cadets’ first CAP meeting so that they are actively engaged right away in something that is fun and challenging.

Suggested Instructor

A cadet officer or NCO should lead the activity

Duration

30 min

Goal

This activity is primarily intended as an icebreaker

Equipment Needed

“Mines” such as chairs, hats, pylons, or something similar
Blindfolds (ie: bandanas or something similar)

LESSON OUTLINE

PART 1: INTRODUCTIONS

10 min

Pair a prospective or new cadet with a cadet who has been in CAP for more than a couple months.

Have the cadets interview one another. Suggested interview questions include:

- Name
- Age
- School
- What do you like about CAP? / Why are you interested in CAP?
- What’s an unusual fact about yourself? Any special talents? Ever meet anyone famous?

Have the experienced cadets briefly introduce the newcomers, and vice versa, based on what they learned during the interview. (*The interview process is important because it*

allows a new person to immediately meet an established cadet – if new people were simply to introduce themselves, they would not have the benefit of getting to know another cadet.)

PART 2: INTRODUCTION & SET-UP

Goal. The goal of the game is to traverse, with eyes closed or blindfolded, a designated area full of obstacles without touching any obstacle or any person.

Select a "playing field." Go outside, if possible. But can be done inside, even in rooms with fixed furniture (which can become objects to be avoided).

Distribute "mines" e.g., balls or other objects such as bowling pins, cones, foam noodles, chairs, hats, etc. – almost anything will work.

PART 3: GAME PLAY

Participants can begin by trying to cross the field by themselves. In a second round, participants can then ask someone else to help them traverse the field by "talking" them through the field.

One person is blind-folded (or keeps eyes closed) and (optional) cannot talk. The other person can see and talk, but cannot enter the field or touch the person.

The challenge is for each blind-folded person to walk from one side of the field to the other, avoiding the mines, by listening to the verbal instructions of their partners.

Be wary of blindfolded people bumping into each other. The instructor(s) can float around the playing area to help prevent collisions.

Decide on the penalty for hitting a mine. It could be a restart (serious consequence) or time penalty or simply a count of hits, but without penalty.

Allow participants a short period (e.g., 2 minutes) of planning time to decide on their communication commands. It can help participants if you suggest that they each develop a unique communication system. When participants swap roles, give participants some review and planning time to refine their communication method.

Allow participants to swap over and even have several attempts, until a real, satisfied sense of skill and competence in being able to guide a partner through a minefield develops.

The activity can be conducted one pair at a time, or with all pairs at once (creates a more demanding exercise due to the extra noise / confusion).

The game can be played competitively - e.g., which pair is the quickest or has the fewest hits?

The facilitator plays an important role in creating an optimal level of challenge, e.g., consider introducing more items or removing items if it seems too easy or too hard. Also consider coaching participants with communication methods (e.g., for younger students, hint that they could benefit from coming up with clear commands for stop, forward, left, right, etc.).

Variations

Minefield in a Circle: Blindfolded people start on the outside of a large rope circle, go into middle, get an item ("treasure", e.g., a small ball or bean bag), then return to the outside; continue to see who can get the most objects within a time period.

Debriefing

Time permitting, discuss the leadership aspects of this activity with the new cadets.

Suggested discussion questions are shown below.

- How much did you trust your partner (on a scale of 1 to 10) at the start?
- How much did you trust your partner at the end?
- What is the difference between going alone and being guided by another?
- What ingredients are needed when trusting and working with someone else?
- What did your partner do to help you feel safe and secure?
- What could your partner have done to help make you feel more safe/secure?
- What communication strategies worked best?

FINAL THOUGHT

Civil Air Patrol is a team. Whether we are flying, marching on the drill field, navigating around "mines," or whatever else we might be doing, we work together as a team.

ACTIVITY 1.4

GREAT START OVERVIEW

Great Start is the best way for a young person to begin their cadet experience. The orientation and training is structured to meet their needs. This briefing explains to new and prospective cadets what activities are involved with Great Start, and what they can expect in the coming weeks.

Suggested Instructor

A senior member or cadet officer should deliver this briefing

Duration

15 min

Goal

Understand the events included in the Great Start program

Visual Aid

Powerpoint slides are available for this briefing, but are not required

Special Note

The content of this briefing will be affected by local policies. The course director and unit commander should review the outline below carefully and discuss how their unit will respond to the issues raised.

LESSON OUTLINE

1. Great Start

8 min

Overview: For the next 5 weeks, our squadron will be running a special orientation and training program for prospective and new cadets. It is called Great Start because we will give you a glimpse into what cadets do, and give you the tools needed to begin your cadet experience right.

Use the outline below to review the events planned for Great Start:

Week 1: Welcome to CAP (ie: today; self-explanatory)

Week 2: Get Started!
Introduction to drill and ceremonies

Week 3: Continue leadership training
Apply for membership

Field Day: Aerospace, fitness games, compass course, leadership training,
test prep

Week 4: Achievement Test for promotion to Cadet Airman

Week 5: Prepare for flying
Promotion ceremony
Social

Saturday: Flying

2. Support

7 min

Use the outline below to review the different avenues of support available to prospective and new cadets.

Interim Uniform: What should prospective and new cadets wear until they receive a uniform? Are they permitted to go out and buy uniforms on their own right away? At what point will the squadron assist the cadets in obtaining uniforms, other than via the Cadet Uniform Program (ie: unit supplies, wing supplies, DRMO, etc.)

Interim Books: Will hard copies of leadership chapter 1 and the uniform mini-poster be made available to cadets? Will the squadron loan the cadets hard copies of those materials until their Cadet Member Kit arrives? Whatever your policy, explain it now.

Website: Mention that all the materials new cadets need to complete Great Start are available electronically at cap.gov/greatstart.

Bring a Friend: If one of the prospect cadets visiting tonight now realizes that they have a friend who would love to join CAP, can they bring them next week? (How the unit answers this question depends on whether it follows the “trickle in” or “pipeline” approach discussed in the preface. It is recommended that the unit offer a “catch up” session between week #1 and week #2, although this may be logistically difficult for some units.)

FINAL THOUGHT

If you are interested in becoming a cadet, now is the best time for you to begin. The Great Start program will help you begin your cadet experience right.

ACTIVITY 1.5

PARENTS' INTRODUCTION

Parents need an introduction to CAP too, if the units hope to develop a partnership with moms and dads. This presentation outlines basic information about the CAP Cadet Program. The lesson outline allows squadrons many opportunities to customize the talk and discuss local programs and policies.

Duration

30 min

Suggested Instructor

The unit commander or deputy should lead this briefing; this is *not* a cadet activity

Objectives

1. Describe the goals of the Cadet Program
2. Describe what CAP does to protect cadets' safety and well-being at CAP activities
3. Outline the membership and financial requirements involved in joining CAP
4. Describe ways that parents and CAP leaders can partner together

Special Resources

Powerpoint slides are available for this presentation. It is recommended that the presentation begin with a short video, so a TV or a computer with good speakers will be needed. Finally, the presenter may want to provide copies of the *Parents' Guide to CAP*.

LESSON OUTLINE

Some of the topics below are also covered during Activity 1.1, "Exciting Opportunities." Therefore, the presenter may want to skip some of the sections below, depending on whether the parents participated in the earlier session.

The topics below are outlined in broad strokes. For detailed talking points, see the Parents' Guide to the CAP Cadet Program.

1. Introduction

2 min

Present any short video that introduces CAP to a general audience.
(see capchannel.com or the PAO Toolkit)

2. Program Elements

2 min

Describe the five elements of the Cadet Program.

3. Adult Supervision

2 min

Emphasize that CAP does not tolerate physical, sexual, or emotional abuse.

4. Cadet Activities

3 min

Explain what activities are available to cadets. Focus on local activities open to new cadets.

5. Flying

2 min

Emphasize that all pilots are licensed and safety is our top priority. Orientation flights are fun and educational but are not part of a formal training program.

6. Advancement

2 min

Keep the discussion at a high level and briefly mention the cadet grade structure and testing programs. Tell parents that cadets will receive detailed guidance on how they can progress.

7. Bright Futures

2 min

Describe how our Core Values prepare young people for responsible citizenship.

8. Membership

5 min

Begin by discussing membership eligibility, to include any local policies such as prospective cadets having to attend a few meetings before joining. Explain what it costs to join CAP, based on local dues and fees. Explain how cadets obtain uniforms. Mention that as a 501(c)(3) organization, CAP-related expenses may be tax deductible.

9. Partnering with Parents

2 min

Discuss any local practices your unit follows to keep parents informed about cadet events. Emphasize that local leaders will be glad to meet with parents to discuss any concerns.

10. Final Thought

Invite parents to ask questions.

ACTIVITY 2.1

LEADERSHIP FOUNDATIONS 1: FOLLOWERSHIP

This discussion builds a foundation for leadership. Specifically, cadets explore the concept of followership. They study important vocabulary such as attitude, integrity, and self-discipline. More importantly, the cadets explore why learning how to follow is an essential step on their road to becoming leaders. This activity is the most academically-focused aspect of Great Start; instructors should follow the lesson plan closely as cadets will need to understand the material to pass the Achievement 1 written exam. Although not directly related to the academic content of this discussion, a series of drill and ceremonies labs serve as companion activities in this study of followership.

Suggested Instructor

A cadet officer or a senior member should lead this discussion

Duration

30 min

Objectives

1. Describe why cadets need to learn how to follow before they can learn how to lead
2. Explain what integrity, attitude, and self-discipline mean, in your own words
3. Describe why listening and reading are important communication skills for followers

LESSON OUTLINE

INTRODUCTION

What is a follower? If a leader says you are a good follower, what does that mean?

Anticipated Response

You follow directions and cheerfully obey orders; you listen to your leaders; you follow the rules; you contribute to the team; you put the team's needs ahead of your own.

Do you think that you need to be a good follower before you can be a good leader?

Anticipated Response

Yes. Before you take responsibility for other people, you have to learn to take responsibility for yourself; a good way to learn leadership is by watching other leaders,

and following their guidance; every leader is also a follower – even the president has a boss: the people.

TRANSITION

Your textbook defines followership as reaching a specific goal while respecting authority, having a positive attitude, and showing integrity and self-discipline. Let's look at each of those concepts.

ATTITUDE

What does "attitude" mean? If someone says you have a good attitude, what are they saying?

Anticipated Response

Attitude is your state of mind, it is how you see the world; being cheerful or optimistic or grumpy or depressed are all different types of attitudes.

Leaders want their followers to have good attitudes. Maybe you want your friends and relatives to have good attitudes, too. Why? Why is attitude so important?

Anticipated Response

Your attitude affects everything you do; if you have a bad attitude, you won't be productive and you won't reach your goals; attitudes are contagious – people with good attitudes are fun to be around, while people with bad attitudes drag the team down.

How can you develop a positive attitude? Once you have a good attitude, how can you keep it?

Anticipated Response

Try to learn from your mistakes; don't be too hard on yourself; try to see the good in other people; try to have some fun in everything you do; etc.

Also, you should try to **understand the reasons behind what is being asked of you**. For example, you might not like homework, but you know that it's a necessary part of learning, and you need good grades if you want to succeed in life. Knowing the reasons for rules and the reasons why people want you to do certain things will help you develop a good attitude.

INTEGRITY

Another aspect of followership is integrity. What does integrity mean?

Anticipated Response

If you have integrity, you adhere to a strict code of conduct; you do not lie or cheat; you do what is right even when no one is looking.

Why is integrity important?

Anticipated Response

If you lie once, people will doubt everything else you say; if you cheat once, no one will trust you with anything; if you are quick to sacrifice your integrity, you will lose respect for yourself.

SELF-DISCIPLINE

Self-discipline is yet another part of followership. What does it mean to have self-discipline?

Anticipated Response

If you have self-discipline, you have the ability to focus on your goals and keep working until you achieve them; you do a job because you know it needs to be done, even if you'd rather not; you can control your emotions; you stay cool under pressure; you are able to sacrifice short-term wants so that you can fulfill your long-term goals.

The concept of **self-management** is another way to look at followership. Your text explains that self-management is basically your ability to take charge of yourself, to manage your own affairs. If you have good self-management skills, you show up at CAP in the right uniform, you get your homework done on time, you can manage your time efficiently, you are able to juggle the different activities you're involved in and still fulfill your responsibilities.

TRANSITION

Finally, there are two communication skills you need to master if you are to become a good follower, and ultimately a good leader: listening, and its companion skill reading.

LISTENING

Do you think that listening skills are important to followers? Why?

Anticipated Response

Listening is an important way that you take in information; leaders often give instructions orally, so you have to listen well to follow them; if you do not listen well, you could easily misunderstand someone and fail to achieve your goals.

Is listening the same as hearing? What's the difference?

Anticipated Response

Listening is active and involves concentration, while hearing is passive and your thoughts are not necessarily focused on what is being said.

How can you become a good listener?

Anticipated Response

Don't rush to judgment; focus on what the person is saying, not how well they are saying it; don't try to think of what you'll say next, but concentrate on the ideas the other person is trying to convey; ask questions if you don't understand the person's ideas or the vocabulary they are using.

READING

Do you think that reading is an important skill for leaders and followers?

Anticipated Response

Yes; reading is another way to take in information; leaders often communicate in writing, so you need to have good reading comprehension to follow their thinking; reading is an important part of studying and learning.

What is the most important thing about reading?

Anticipated Response

Comprehension - the ability to understand the author's main points.

CONCLUSION

Attitude, integrity, and self-discipline are the building blocks of followership, and therefore leadership. If you want to lead, you need to be able to stay positive and see the good in every situation; you need to be honest and show you are worthy of trust; and you need self-discipline to enable you to work hard so you can achieve your goals. Likewise, if you can listen well and discipline your mind while you are reading, you will grow as a follower and as a leader.

ACTIVITY 2.11

TEAMBUILDING ACTIVITY: "Identity Crisis"

This fun activity emphasizes teamwork, active listening, following directions, and related concepts covered in the followership discussion (Activity 2.1).

Suggested Instructor

A cadet officer or NCO should lead the activity

Duration

15 - 30 min (depending on how many rounds you elect to play)

Scheduling Note

This activity is conducted during Week #2 of the recommended schedule (see page 17), but due to time constraints, it is not included on the schedule if the wing or group conducts Cadet Great Start over a single weekend.

Goal

Have fun while exploring basic concepts of followership

Equipment Needed

Masking tape

Pens or magic markers to write names on the tape

Tennis ball (1 per participant)

Bandanda (1 per pair of cadets)

1 hula hoop

LESSON OUTLINE

PREPARATION

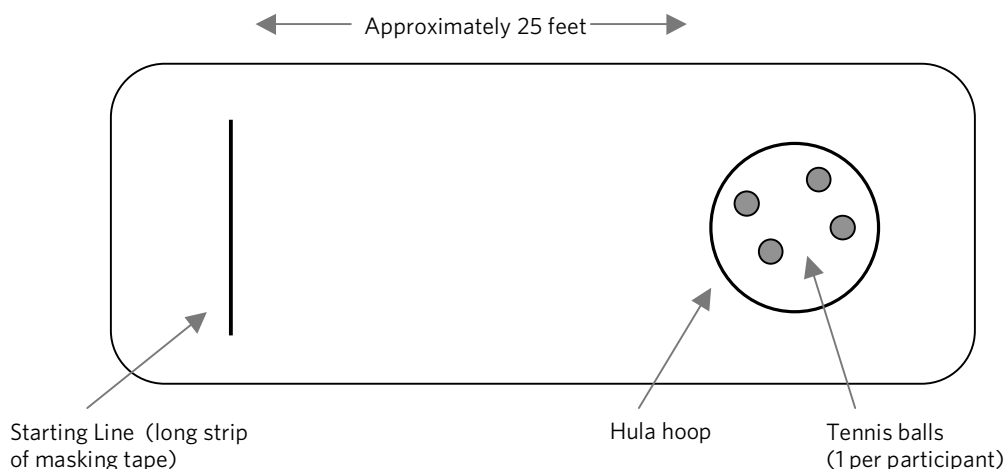
1. This activity can be conducted in a classroom, but clear away tables and chairs to make a large open space.
2. Divide the group into pairs.
3. Provide each participant with 1 tennis ball, a strip of masking tape, and a pen or marker. Have everyone stick tape to their tennis ball and write their name on it.
4. Allow each participant to place their ball in the hoop and come back to the starting line (see diagram below).
5. Have one person in each pair begin as the "blind" cadet by placing blindfolds over their eyes.

GAMEPLAY

1. This is a race. Each person is to retrieve their own tennis ball or their partner's tennis ball and return to the starting line.
2. One partner is allowed to see and talk, but cannot cross the starting line during the activity unless blindfolded. The other partner can cross the starting line and move toward the hoop, but is blindfolded.
3. Each "blind" player must safely go to the hoop, pick a ball, and show it to his or her partner. If the ball belongs to their team, the "blind" partner returns to the line with the ball and the partners exchange roles. If the "blind" does not find one of the team's balls on the first try, he or she keeps searching.
4. Balls must be carried from the hoop to the line; they cannot be thrown. Also, only 1 ball can be transported at a time.
5. First team to retrieve both tennis balls wins.
6. **Facilitators:** Balls are apt to be accidentally kicked out of the hoop area. Quickly return them to the hoop.
7. **Beyond the First Round:** Depending on the time available, allow the teams to play a couple rounds so they can learn how to master the game. Then, mix-up the teams so that each cadet is paired with a new teammate.

DISCUSSION QUESTIONS

1. What does this activity teach you about teamwork?
2. How important is communication in achieving the team's goals?
3. Is communication one-sided? Is it up to the seeing and talking cadet (the leader) to communicate well, or does the blindfolded cadet (the follower) have responsibilities, too?
4. What are some ways to "win" this game?



ACTIVITIES 2.12 – 2.15

DRILL & CEREMONIES LABS

The four drill and ceremonies labs below build on the principles of followership discussed in Activity 3.1. The goal is for cadets to learn basic drill movements first by imitating their instructor's actions, and then, with practice, for the cadets to become proficient in those movements such that they can execute each movement's task steps in the proper sequence, without coaching. The training sequence calls for cadets to begin by learning simple, in-place movements, and then gradually move on to more complicated movements such as flanks and columns. Labs 2 through 4 include time to review the movements cadets learned in previous sessions.

Suggested Instructors

A cadet officer should oversee the labs and divide the cadets into groups of 3 or 4
A number of cadet NCOs should serve as the primary instructors

Duration

2.0 hours total; see below for breakdown

Objectives

1. Defend the idea that drill and ceremonies is an important tradition and staple of cadet life
2. Demonstrate how to perform basic drill movements

References (see cap.gov/drill)

AFMAN 36-2203, *Drill and Ceremonies*

AFJROTC Drill and Ceremonies Instructor Guide

Air Force Drill & Ceremonies Instruction (DVD)

Special Note for Instructors

It is essential that instructors review the drill manual before teaching new cadets. Knowledge of drill is often passed down orally from one generation of cadets to another, which makes it easy for incorrect practices to take root in a squadron. Even the most experienced cadets should review the drill manual to ensure they are teaching cadets how to drill properly.

The *AFJROTC Drill and Ceremonies Instructor Guide* explains how to perform drill movements step by step. Instructors are encouraged to use this guide as a "cheat sheet" they can refer to when teaching cadets how to drill. Special thanks to HQ AFJROTC for sharing this excellent resource with CAP.

Demonstration – Performance Method

Instructors use the demonstration – performance method described below to teach cadets how to perform basic drill and ceremonies maneuvers.

1. State the movement and explain its purpose.
2. Perfectly demonstrate how the movement is performed at a normal cadence, twice.
3. Break the movement into segments. Show the starting position and the finishing position and identify any special rules or standards. Slowly demonstrate the movement one step at a time, by the numbers. Allow cadets to ask questions.
4. Have cadets try executing the movement on their own, and then as a group, by the numbers. Watch them closely and give them feedback. Ensure everyone understands how to perform the movement properly.

Drill Down

A drill down is a fun way to practice drill. The instructor calls commands at random (slowly at first, then gradually faster). Call only those commands the cadets have been taught. If a cadet makes a mistake, they receive one “strike.” Upon earning 2 strikes, the cadet falls out. Play continues until there is one cadet remaining, who is the winner.

LESSON OUTLINE

| | | | |
|--|--|---|---|
| Drill Lab #1 30 min | 30 min | Drill Lab #3 30 min | Drill Lab #4 30 min |
| 10 min Flight, ATTENTION Parade, REST AT EASE REST | 5 min Review | 5 min Review | 5 min Review |
| 5 min FALL IN (Dress, Cover, Interval, Alignment) FALL OUT DISMISSED | 10 min BY THE NUMBERS Left, FACE Right, FACE About, FACE | 10 min Left Flank, MARCH Right Flank, MARCH To the Rear, MARCH | 10 min PRACTICE TEST FALL IN Dress Right, DRESS & Ready, FRONT Parade, REST Flight, ATTENTION Left, FACE Right, FACE About, FACE Hand, SALUTE Present, ARMS & Order, ARMS Eyes, RIGHT & Ready, FRONT (at halt) FALL OUT |
| 10 min Eyes, RIGHT Ready, FRONT Dress Right, DRESS Ready, FRONT | 5 min Mark Time, MARCH Flight, HALT Forward, MARCH | 2 min Count Cadence, COUNT | 15 min Drill Down and/or Individualized Coaching |
| 5 min Present, ARMS Order, ARMS Hand, SALUTE | 5 min Drill Down | 2 min FRONT & CENTER RETURN TO RANKS | |
| Drill Lab #2 | | <i>Time Permitting</i> Left Step, MARCH Right Step, MARCH Flight, HALT | |
| | | 10 min Drill Down | |

ACTIVITY 2.2

LEADERSHIP FOUNDATIONS 2: THE CHAIN OF COMMAND

In this activity, cadets consider the chain of command as a concept. What is its function? Why do organizations like CAP establish a chain of command? The second half of the activity has cadets look at the various positions and people in the chain of command. This lesson plan simplifies the chain of command – it is not an exhaustive study of every single position – and has cadets focus on the roles and responsibilities of the leaders in their squadron.

Suggested Instructor

A cadet officer or NCO should lead this activity

Duration

30 min

Objectives

1. Explain what the “chain of command” is and describe its purpose
2. Identify the positions and people in the squadron’s chain of command

Visual Aids

Have the cadets refer to page 11 in the leadership text

Use a whiteboard or something similar to diagram the chain of command, as explained in Part 2 below

LESSON OUTLINE

PART 1: CONCEPTS

10 min

1. What is the chain of command?

Anticipated Responses / Lecture Item

The textbook defines the chain of command as the “order of authority.” In other words, it is the succession of leaders in CAP – a list of all the commanders above you, in order from lowest to highest.

2. Why do organizations like CAP, the military, and even private businesses have a chain of command? What are some of the benefits?

Anticipated Responses / Lecture Item

Getting Help. By knowing who your bosses are, and who their bosses are, you know where you can go for help with problems, where to go if you have questions, and generally who you should look to for leadership.

Teamwork. Having a chain of command shows that an organization believes in teamwork. It would be impossible for the CAP national commander to lead all 60,000 of us by himself. It would be impossible for the president to lead all 300 million Americans by himself. Having a chain of command means that the organization has a number of leaders who support one another and take charge of a certain group of people in the organization.

Accountability. The chain of command shows that even if you are a commander or a boss, you have a superior, too. Everyone is accountable to someone else. Even the president is accountable to someone: the people.

3. What does it mean to follow the chain of commander? If you have questions or problems or ideas or suggestions, who should you speak to?

Anticipated Response

Always try to resolve issues at the lowest possible level; talk with your element leader or flight sergeant before calling the national commander (!)

PART 2: CAP'S CHAIN OF COMMAND

20 min

Refer the cadets to page 11 of their leadership text, which diagrams the chain of command. Start at the bottom of the chain (the element leader) as you discuss the role of the various positions, and work upward to the national commander. To the right of the chain of command diagram, in the margin of page 11, there are talking points to help you in discussing the various positions in the chain. Additionally, the outline below will be helpful.

If possible, use a whiteboard or something similar to outline the information below as you proceed with the lecture.

In explaining the chain of command to new cadets, it is not necessary to make an exhaustive study of every nuance about the chain of command. Keep the discussion simple and to the point. Therefore, the outline below omits some positions. This lecture should focus on the following:

- Name the major positions in the chain of command (shown below)
- Identify the typical grades for each position
- Discuss the basic responsibilities of the position
- Name the person who holds that position
- Focus on the squadron commander and below

| POSITION | TYPICAL GRADES | BASIC RESPONSIBILITIES |
|--------------------------------|-------------------|--|
| <i>Cadet Positions</i> | | |
| Element Leader | C/A1c - C/TSgt | Motivate cadets; serve as a coach; help cadets prepare for inspection; help cadets learn drill |
| Flight Sergeant | C/SSgt - C/CMSgt | Motivate cadets; lead cadets in drill; instruct cadets in basic subjects; help the flight commander lead the flight |
| Flight Commander | C/2nd Lt - C/Capt | Motivate cadets; supervise the flight sergeant and element leaders and develop their leadership skills; instruct cadets; set goals and create plans for the flight |
| First Sergeant | C/MSgt - C/CMSgt | Motivate cadets; supervise the flight sergeants and all junior cadets in the squadron; assist the commander with inspections; lead drill and ceremonies; assist the commander with morale and discipline |
| Cadet Commander | C/Capt - C/Col | Motivate cadets; supervise the flight commanders and first sergeant and develop their leadership skills; set long-term goals for the squadron; instruct cadets; ensure the squadron achieves its goals |
| <i>Senior Member Positions</i> | | |
| Squadron Commander | 1st Lt - Lt Col | Commands the squadron |
| Group Commander | Maj - Lt Col | Commands a group of squadrons |
| Wing Commander | Col | Commands all the groups or squadrons in a state |
| Region Commander | Col | Commands all the wings in a geographic area |

National Commander Maj Gen

Commands all CAP units

CONCLUSION

The chain of command is the "order of authority." It is a list of the various leaders and the positions they hold in an organization. In CAP, new cadets are expected to know the chain of command in their squadron. Finally, use the chain of command to your benefit. If you have a question or an idea, talk with the people in your chain.

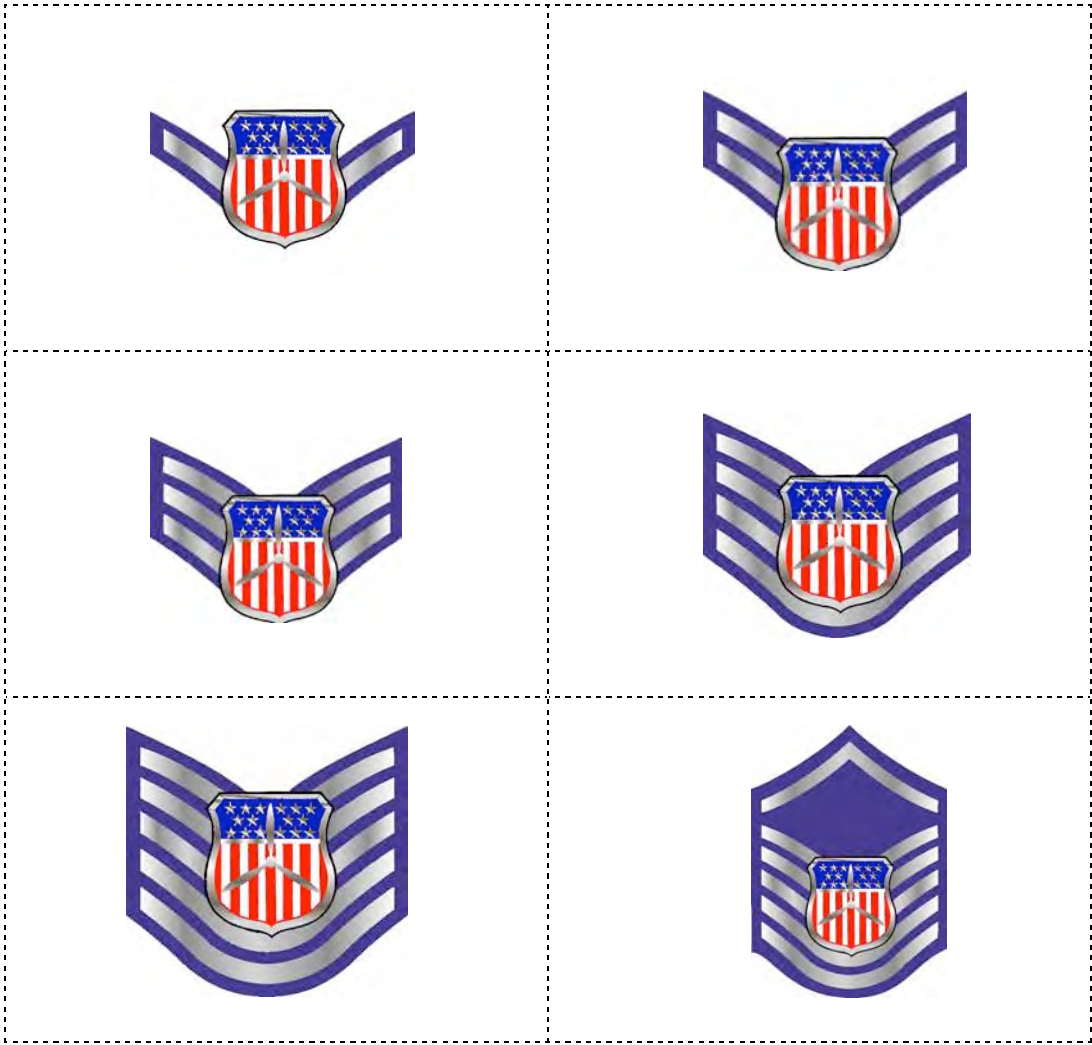
ACTIVITY 2.21
GRADE INSIGNIA

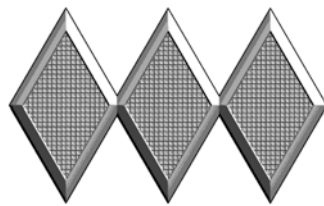
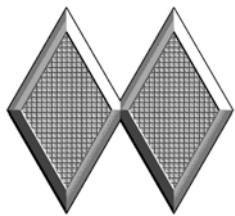
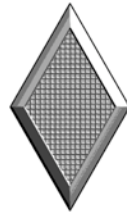
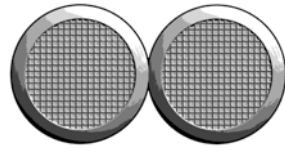
Create flash cards using the templates below. Divide cadets into small groups and quiz them on their knowledge of grade insignia using the flash cards.

Suggested Instructors
Cadet NCOs

Duration
15 min

Objective
1. Identify cadet grade insignia





ACTIVITY 2.3

LEADERSHIP FOUNDATIONS 3: CUSTOMS & COURTESIES

This group discussion introduces cadets to the role that military customs and courtesies play in cadet life. Cadets are instructed on the rules governing basic customs and courtesies, but this activity is not intended as an exhaustive catalog covering every possible circumstance and nuance about the subject. Rather, the goal is for cadets to understand and value why military customs and courtesies are used in the CAP Cadet Program. Following this discussion, cadets participate in a lab activity where they learn how to render customs and courtesies properly.

Suggested Instructor

A cadet officer or NCO should lead this discussion

Duration

30 min

Objectives

1. Identify the basic foundation for all military customs and courtesies
2. Explain why CAP cadets practice military customs and courtesies
3. Identify rules governing military customs and courtesies, to include exchanging salutes, reporting to an officer, calling the room to attention, and addressing cadets and senior members
4. Describe why a cadet's image can affect the image of the unit and CAP

LESSON OUTLINE

PART 1: FOUNDATION

15 min group discussion

1. Does anyone know how the salute originated?

Anticipated Response / Lecture Item

The salute has its origin in another time, when kings ruled, knights wore armor, and courtly manners flourished. It was the age of chivalry. The etiquette of the day dictated that should two friendly knights meet, each would raise the visor of his helmet, show his face, and pay proper respect to the other. Since both knights were completely clad in steel, they could recognize each other as friend or foe by the distinctive emblems and devices on their armor - another custom that still lives. Etiquette also decreed that the knights salute with their right hands. The right hand was the sword hand; raising it was

a sign of trust. Even after modern firearms had made steel armor a thing of the past, the knightly gesture of raising the right hand continued to be recognized as the proper greeting between soldiers. *The salute is a sign of friendship and mutual respect.*

2. What are some other examples of customs and courtesies, besides the salute?

Anticipated Response / Lecture Item

Other examples customs and courtesies include calling officers "sir" or "ma'am," coming to attention when an officer enters the room, and walking on the officer's left. Rich histories have formed the great tradition of military customs and courtesies.

3. With the history of the salute as an introduction, what do you imagine is the basis for military customs and courtesies?

Anticipated Response / Lecture Item

Military customs and courtesies like the salute are based on simple politeness and respect. When knights of old saluted one another, and when cadets and officers exchange salutes today, the salute is not indicating that one person is inferior to another. Rather, when you exchange salutes with an officer, you show that you are polite and respectful of other people, especially those in positions of authority.

4. If customs and courtesies are based on respect, does that mean you don't have to salute someone you don't respect?

Anticipated Response / Lecture Item

It is important to note that there will be some people you'll be proud and eager to salute, but there may be times when you'll be angry with an officer, or maybe you will simply dislike them as a person. No matter, the custom of the salute calls for you to salute them just the same. You salute a person's grade or position, not necessary that person as an individual.

5. Cadets are expected to display good military bearing. What does that mean?

Anticipated Response / Lecture Item

Your bearing is the overall way you conduct yourself, in and out of uniform. It means cadets are not supposed to fool around; they are to show respect for themselves, their leaders, and their uniform; during drill and when formally reporting to an officer, they are to stand at attention properly; in short, you behave in such a way that people see you are serious about being a cadet and becoming a leader.

6. Based on your understanding of this background information, why do you think CAP cadets practice military customs and courtesies such as the salute?

Anticipated Response / Lecture Item

They show our connection to the Air Force; it is a way to develop self-respect and respect for others; it shows we hold ourselves to high standards of personal conduct; it shows that we aspire to the level of professionalism that our military displays.

PART 2: RULES FOR OBSERVING MILITARY CUSTOMS & COURTESIES

10 min lecture

Exchanging Salutes

- Salute outdoors only, unless formally reporting to an officer
- Salute all cadet officers, senior member officers, and military officers
- No need to salute while in formation – the commander salutes for you
- When in doubt, salute – anyone who sees a need to salute may do so at any time

Reporting to an Officer

- When being called out of formation
- When told to report to an officer
- When receiving an award from an officer

Room to Attention

- When an officer, who is higher ranking than anyone present, enters the room
- Do not call the room to attention during a class

Manner of Address

- Cadet NCOs: By grade and last name, or merely sergeant
- Cadet Officers: By grade and last name, or merely by grade, or as sir or ma'am
- Senior Members By grade and last name, or merely by grade, or as sir or ma'am

CONCLUSION: THE IMPORTANCE OF IMAGE

2 min

How well you render customs and courtesies reflects on yourself, your squadron, on CAP, and the Air Force. If you are polite and respectful, people will develop a good impression of you and CAP. You'll receive compliments and develop a sense of pride in yourself. If you do not address officers as sir or ma'am, if you goof around in uniform, if you look sloppy, people will not respect you and will be critical of you and all of CAP. People will think you are a slacker, and pretty soon you'll start to think you are, too.

ACTIVITY 2.31

CUSTOMS & COURTESIES LAB

This activity is a hands-on lab where cadets demonstrate how to stand at attention, salute, report to an officer, and exchange salutes and greetings with an officer. It follows up an introductory lecture to military customs and courtesies.

Suggested Instructors

One cadet officer or NCO should serve as the lead instructor

A number of cadet NCOs should serve as coaches, providing individualized attention

Duration

30 min

Objective

1. Demonstrate how to stand at the position of attention
2. Demonstrate how to render a proper salute
2. Demonstrate how to report to an officer while indoors
3. Demonstrate how to exchange salutes and greetings with an officer outdoors

Demonstration - Performance Method

Instructors use the demonstration - performance method described below to teach cadets how to render military customs and courtesies.

1. State the movement or courtesy to be observed and explain its purpose.
2. Perfectly demonstrate how the movement or courtesy is observed at a normal cadence, twice.
3. Break the movement or courtesy into segments. Show the starting position and the finishing position and identify any special rules or standards. Slowly demonstrate the movement or courtesy one step at a time. Allow cadets to ask questions.
4. Have cadets try executing the movement or rendering the courtesy on their own. Watch them closely and give them feedback. Ensure everyone understands how to perform the movement or render the courtesy properly.

LESSON OUTLINE

Follow the demonstration – performance method outlined above for the following movements:

1. Position of Attention

Task Steps:

Bring heels together

Keep legs straight

Body is erect with hips level

Arms hang straight down

Place thumbs along seams of trousers or sides of skirt

Hands are cupped

Head is erect and held straight and to the front

Weight of body rests equally on the heels and balls of both feet

No talking; maintain a military bearing

Have the cadets maintain the position of attention for 3 or 4 minutes to ensure they have learned the position.

2. The Salute

When teaching the salute, use the command, “Present, ARMS” and “Order, ARMS.” Have cadets perform this maneuver 4 or 5 times, or until confident they know how to salute properly.

Task Steps:

“Present, ARMS”

Raise right hand smartly while extending and joining the fingers

Keep the palm flat and facing the body

Straight line between fingertips and elbow

Tilt palm slightly toward the face

Hold upper arm horizontal, slightly forward of the body, and parallel to the ground

Tip of middle finger touches the right front corner of the headdress or outside corner of eyebrow

Remainder of body remains at attention

“Order, ARMS”

Bring the arm smoothly and smartly downward, retracing the path used to raise it

Cup the hand as it passes the waist

Return to the position of attention

3. Reporting to an Officer Indoors

If possible, station a number of "officers" throughout the area. Have the cadets report to each in sequence, in the style of an assembly line. Each "officer" should coach the cadets reporting to them. Halt the exercise when cadets have reported 4 or 5 times, or when confident they can render the courtesy properly.

Task Steps:

Knock twice

March directly toward officer and halt 2 paces from him or her

Salute

Report: "(Sir or Ma'am), Cadet Curry reporting as ordered,"

Wait for officer to return salute, then order arms

Remain at attention until told otherwise

Conduct business

Upon being dismissed, come to attention and take 1 step backward

Salute and wait for the officer to return the salute before ordering arms

Perform an about face and exit

4. Passing an Officer Outdoors

As with reporting to an officer indoors, put the cadets through an assembly line, when they are ready to demonstrate how to exchange salutes with an officer outdoors.

Task Steps:

Begin the salute a fair distance from the officer, allowing him or her time to return it

Turn head and eyes toward the officer

Render a greeting such as, "Good day, sir."

Order arms after the officer returns the salute

Keep walking throughout the process

ACTIVITY 2.4

LEADERSHIP FOUNDATIONS 4: THE CADET UNIFORM

During this activity, cadets learn not just how to wear the uniform, but discuss why the uniform is an essential part of the cadet experience. They review the main policies regarding uniform wear, and also consider how their appearance will affect CAP's image. Through a "show and tell" exercise involving an NCO model, cadets acquire practical tips on how to look sharp in uniform. Following this activity, cadets will apply their learning during a lab and an inspection tutorial.

Suggested Instructor

A cadet officer or NCO should lead this activity

A cadet NCO, whose uniform is impeccable, should serve as the model for the "show and tell"

Duration

30 min

Objectives

1. Describe the purpose of the uniform and defend the idea that there is only one way to wear it
2. Describe the basic grooming standards
3. Identify where the rules governing wear of the uniform can be found
4. Identify the standards for wearing the blues uniform, to include placement of insignia, press, alignment of the gig line, etc.

Visual Aids

CAPM 39-1, Attachment 2

Uniform Mini-Posters from the Cadet Member Kit

LESSON OUTLINE

PART 1: ACADEMIC FOUNDATION

15 min

Discussion Questions

1. What is a uniform? Why do organizations like the military, the police, and even McDonalds employees wear a uniform?

Anticipated Response

A uniform is the distinctive clothing that all members of an organization wear. Uniforms are visible symbols of the group – they help individuals identify with the team, and therefore promote unity. Uniforms let the general public readily identify members of a group – to find a police officer, look for someone in a police uniform.

2. Specifically, why do CAP cadets wear the uniform?

Anticipated Response

Cadets wear the uniform as part of their leadership training; it promotes self-discipline, teamwork, camaraderie, and is a visible sign of our affiliation with the Air Force.

3. Does an individual's appearance affect their organization's image? How? Why?

Anticipated Response

Yes. For good or bad, each individual represents their entire organization. If a cadet looks sharp in uniform, people will get the impression that all CAP cadets look sharp and that CAP is a good organization. Likewise, if one cadet is a total mess, people will think that cadet is the norm, and CAP's reputation will suffer.

4. Therefore, how many ways are there to wear the uniform?

Anticipated Response

One: The right way. Wearing the uniform is a privilege, not a right. Wear it proudly or not at all.

Lecture Items

1. Grooming Standards

The first requirement in wearing the uniform is that you meet the grooming standards. For cadets, this basically means:

- Haircut (show visual aid from CAPM 39-1, Attachment 2, on haircut standards)
- Clean face, clean hands, clean fingernails, good personal hygiene overall
- Uniform items themselves are clean and smell fresh

2. Wear Policy

Wearing the uniform is a privilege, not a right. You are not permitted to wear the uniform whenever you want, only during CAP activities. For example, you wear the

uniform to squadron meetings, weekend cadet activities, encampments, etc., but not to family cookouts, while working at a part-time job, while attending political rallies, etc.

3. Uniform Combinations

The only required uniform for cadets is known as the “blues uniform.” This is the Air Force-style blues shirt, blue trousers or skirt, black shoes or boots, and a flight cap (etc.). The blues is a dress uniform.

Many cadets go above and beyond by obtaining BDUs – the camouflage uniform. BDU stands for “battle dress utility.” If you have BDUs, you’d use them as your field uniform or everyday uniform – it is not a dress uniform.

Explain what avenues are available to cadets who want to obtain BDUs (ie: unit supplies, DRMO, purchase, etc.)

4. How the Uniform Is Worn

In a moment, we’ll have a “show and tell” exercise so you can learn exactly how to wear the uniform. But first, you should know that the “rules” for wearing the uniform are found in the CAPM 39-1, *The CAP Uniform Manual*. In your Cadet Member Kit, you will find full color mini-posters that also show you how to wear the uniform [*show mini-posters*]. You should tack those mini-posters to your bedroom wall and refer to them every time you get your uniform ready for CAP. And again, how many ways are there to wear the uniform? (One: The right way.)

PART 2: BASIC STANDARDS FOR THE PROPER WEAR OF THE UNIFORM

15 min

Conduct a “show and tell” for the topics below, using a live model

Haircut:

Males: Over the ears and off the collar; tapered appearance; no “trendy” styles; neat appearance

Females: Conservative style; plain-colored barrettes, etc; may touch but not fall below back collar

Shave, Cosmetics, Earrings:

Males: clean-shaven; mustaches are allowed if trimmed neatly; sideburns to bottom of ear

Females: may wear a small amount of cosmetics in good taste; may wear 1 simple ball earring

T-Shirts:

Wear a plain white V-neck or U-neck tee-shirt

Press:

Uniform should be well-pressed, crisp-looking, and wrinkle-free

Cords / Loose Threads:

Watch for cords around buttons, belt loops, edges of collar, etc.

Pockets & Buttons:

Keep all buttons buttoned. Watch for back pocket buttons

Keep nothing in shirt pockets; limit what you store in pants pockets

Socks / Hose:

Males: Black socks

Females: Black socks or hose

Brass:

Belt buckle and insignia should be clean, free of fingerprints, and as shiny as possible

Gig Line:

Males: Forms a continuous line from shirt fly, buckle, and trouser fly

Females: Same as males, except belt direction is reversed; some combinations do not have a belt

Shoe Shine:

Free of dirt, nicely polished

CONCLUSION

Keep your uniform mini-posters someplace where you will see them. Refer to them every time you get ready for CAP. Take pride in the great privilege you have in wearing the Air Force-style uniform!

ACTIVITY 2.41

WEAR OF THE UNIFORM LAB

Cadets will have learned why CAP wears an Air Force-style uniform, and what obligations the uniform brings. This activity takes that learning a step further by having cadets closely examine basic standards of personal appearance and show how to properly place insignia on the uniform.

Suggested Instructors

A cadet NCO should lead this activity, assisted by some NCO coaches. Male and female cadet NCOs will be needed to model the Air Force-style blues uniform (depending on group composition).

Duration

30 min

Objectives

1. Identify the proper placement of insignia on the Air Force-style blues uniform
2. Identify the proper placement of insignia on the BDU uniform

Equipment Needed

Enough of the following to meet the group's needs; 1 set per 3 cadets is recommended

Air Force-style blues shirts

Flight caps

Insignia, nameplates, etc. for the shirts and flight cap

BDU shirts

Rulers

Uniform mini-posters from the Cadet Member Kit

LESSON OUTLINE

Place a blues shirt, without insignia, on a clothes hanger. Place grade insignia, a nameplate, some ribbons, and a flight cap and flight cap device nearby. Have each cadet place the insignia on the uniform. Cadet NCOs serving as coaches should scrutinize the finished uniform and offer feedback.

Time permitting, have the cadets remove the accoutrements and repeat the exercise. During this second attempt, have the students inspect the work of one another.

Allow male cadets to work with male shirts, females with female shirts. Regarding ribbons, provide a simple stack and focus on the placement of the ribbons on the shirt; do not assign cadets the advanced task of arranging ribbons according to precedence.

Time permitting, have the cadets place insignia on the BDU shirt as well.

For a detailed illustration of insignia placement, see CAPM 39-1 or the uniform "mini-posters" included in the New Cadet Kit.

ACTIVITY 2.42

UNIFORM INSPECTION & TUTORIAL

There are three lessons on the uniform in Cadet Great Start. This inspection and tutorial serves as the application phase where cadets apply what they have learned and demonstrate their ability to wear the uniform properly. The activity proceeds like a standard in-ranks uniform inspection so cadets are introduced to that important aspect of cadet life. But unlike a formal inspection, this activity is also a tutorial where cadets receive detailed, individualized feedback on what aspects of their uniform are correct, and what aspects need to be fixed.

Suggested Instructors

A cadet officer should lead the inspection and tutorial

A cadet NCO should assist; use a number of NCOs if the group is large

Duration

15 min (may vary depending on group size)

Objectives

1. Adhere to the basic grooming standards of uniformed CAP cadets
2. Adhere to basic standards of uniform wear, to include correct placement of insignia and devices
3. Demonstrate a positive attitude and a commitment to wearing uniform properly

LESSON OUTLINE

How you proceed should depend on group size and the time available; inspect one element at a time, or use multiple instructors to inspect elements simultaneously. Form the cadets in line and follow the usual procedures for conducting an inspection (see AFMAN 36-2203, Drill and Ceremonies, section 4.5).

When inspecting each individual cadet, allow the cadet to relax their position of attention so they may look at items you are pointing to (ie: "Look cadet, your gig line is off, see how mine looks.") Unlike a strict, formal inspection, this activity is meant to be a tutorial as well, where the new cadets can learn from their mistakes and receive the help they need to meet CAP standards.

Use the checklist below (or something similar) when inspecting cadets. See also CAPP 52-15, *Cadet Staff Handbook*.

| CADET UNIFORM INSPECTION SCORECARD | | | | | | | | | | | | |
|---|--------------------------|----------------------|------------------|-----------------|-----------------|------------------|---------------------|---------------------|----------------------|--|--|--|
| CADET: | NEEDS IMPROVEMENT | SATISFACTORY | EXCELLENT | | | | | | | | | |
| GRADE: | | | | | | | | | | | | |
| DATE: | | | | | | | | | | | | |
| | 0 pts | 1 pt | 2 pts | | | | | | | | | |
| PERSONAL APPEARANCE <i>Haircut, general cleanliness, cosmetics or shave</i> | | | | | | | | | | | | |
| GARMENTS <i>Cleanliness, sizing, press, lint, strings, shirt tuck</i> | | | | | | | | | | | | |
| ACCOUNTREMENTS <i>Patches, insignia, ribbon order, gig line</i> | | | | | | | | | | | | |
| FOOTWEAR <i>Shine, boot blousing</i> | | | | | | | | | | | | |
| MILITARY BEARING <i>Posture, military courtesy, focus and attitude</i> | | | | | | | | | | | | |
| OVERALL RATING | TOTAL PTS: | | | | | | | | | | | |
| <table border="0"> <tr> <td>NEEDS IMPROVEMENT</td> <td>SATISFACTORY</td> <td>EXCELLENT</td> </tr> <tr> <td>Phase I 0-3 pts</td> <td>Phase I 4-5 pts</td> <td>Phase I 6-10 pts</td> </tr> <tr> <td>Phase II-IV 0-4 pts</td> <td>Phase II-IV 5-7 pts</td> <td>Phase II-IV 8-10 pts</td> </tr> </table> | NEEDS IMPROVEMENT | SATISFACTORY | EXCELLENT | Phase I 0-3 pts | Phase I 4-5 pts | Phase I 6-10 pts | Phase II-IV 0-4 pts | Phase II-IV 5-7 pts | Phase II-IV 8-10 pts | | | |
| NEEDS IMPROVEMENT | SATISFACTORY | EXCELLENT | | | | | | | | | | |
| Phase I 0-3 pts | Phase I 4-5 pts | Phase I 6-10 pts | | | | | | | | | | |
| Phase II-IV 0-4 pts | Phase II-IV 5-7 pts | Phase II-IV 8-10 pts | | | | | | | | | | |
| NOTES | | | | | | | | | | | | |

Follow Up

What support does the squadron need to offer cadets? If clothing does not fit properly, assist the cadet in exchanging the uniform for the correct size. If a cadet lacks the required accoutrements, help them obtain them. Be aware that some cadets may not have the financial resources necessary to look as sharp as they would like to; in such cases, the senior member leadership should work with the cadets' family in a tactful and helpful manner.

ACTIVITY 3.1

AEROSPACE TEAM ACTIVITY: Survival on the Moon

If you were stranded on the Moon with a small amount of equipment, which items would matter most to you? This classic aerospace activity is included in the Great Start program to introduce new cadets to the Cadet Program's aerospace element and to show them that CAP members hold a common interest in aviation and space. Moreover, the activity challenges cadets to demonstrate the active listening and teamwork skills introduced to them earlier in Great Start.

Suggested Instructors

Lead Instructor. A cadet officer or NCO, or the unit aerospace officer can lead this exercise

Team Advisors. If possible, assign a cadet NCO to monitor each team

Duration

50 min

Objectives

1. Demonstrate problem-solving skills in prioritizing the equipment available in the scenario
2. Demonstrate principles of active listening when working with teammates
3. Demonstrate an ability to build a consensus and work together to present a joint solution

Equipment

Copies of the 2-page handout for "Survival on the Moon" (see following pages)

LESSON OUTLINE

1. Present the Scenario & Review the Instructions. (3 min)

Divide the class into small groups of 3-5 cadets. Assign a team advisor, preferably a cadet NCO, to each group. Read the scenario aloud, then read the activity instructions aloud.

2. Work the Problem. (15 min)

Allow the cadets 5 minutes to work the problem on their own. Then, allow the cadets 10 minutes to work the problem as a group.

3. Share the Team's Solutions. (10 min)

Have each team share their rankings with the rest of the cadets. As they reveal how they ranked each item one at a time, have them also explain the rationale for their decisions.

4. Reveal the NASA Solution. (5 min)

Explain how and why NASA experts ranked each item. See page 65 for answers.

5. Reveal the Communications Matrix. (10 min)

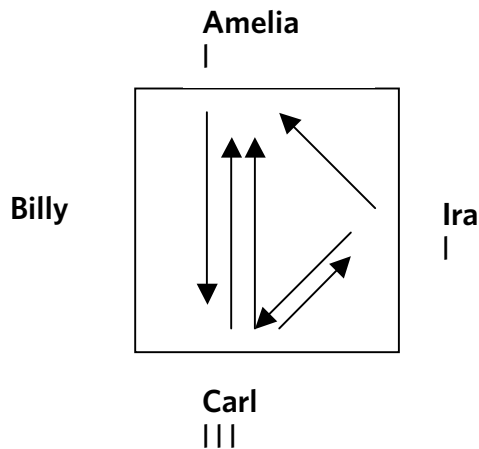
Have each team advisor reveal their communication matrix, showing who talked to whom. Ask the cadets to analyze the matrix and draw conclusions about their sense of teamwork.

6. Tabulate Scores. (3 min)

Have the cadets tabulate their scores, as described in the cadets' handout. The Team with the lowest number of error points wins.

Special Instructions for Team Advisors

The team advisor has a clandestine purpose. They are to observe the team's discussion carefully, and as secretly as possible, make notes about who talked to whom. The diagram below, called a communications matrix, shows one possible way of tracking the group discussion. Arrows show individuals speaking to other individuals. Hash marks below an individual's name represent questions or statements that person directed to the group as a whole. The sample diagram below shows that Carl is doing most of the talking, and no one is interacting with Billy - a poor display of teamwork.



SURVIVAL ON THE MOON - Cadets' Handout

The year is 2025 and you are part of a small team traveling to the Moon. As your spacecraft enters lunar orbit, you spot the lunar outpost. This outpost has grown, having been built piece by piece during past missions. You are excited to see the outpost. It is located on a crater rim near the lunar south pole, in near-constant sunlight. This location is not far from supplies of water ice that can be found in the cold, permanently shadowed part of the crater. Suddenly, you notice that there is a problem with the thrusters. You land safely, but off course, about 80 kilometers (50 miles) from the lunar outpost. As you look across the charcoal-gray, dusty surface of the Moon, you realize your survival depends on reaching the outpost, finding a way to protect yourself until someone can reach you, or meeting a rescue party somewhere between your landing site and the outpost. You know the Moon has basically no atmosphere or magnetosphere to protect you from space radiation. The environment is unlike any found on Earth. The regolith, or lunar soil, is a mixture of materials that includes sharp, glassy particles. The gravity field on the Moon is only one-sixth as strong as Earth's. More than 80 percent of the Moon is made up of heavily cratered highlands. Temperatures vary widely on the Moon. It can be as cold as -193°C (-315°F) at night at its poles and as hot as 111°C (232°F) during the day at its equator. Survival will depend on your mode of transportation and ability to navigate. Your basic needs for food, shelter, water, and air must be considered. Your team has only the 15 items listed below. Which will be most important to you?

See reverse for instructions and scorecard.

INSTRUCTIONS

1. **Work Individually.** Rank the items below from 1 (most important) to 15 (least important). Record your answers in the “your ranking” column. Briefly note why you think each item is or is not important.
2. **Work as a Team.** You traveled to the Moon as part of small team. The team will need to reach a consensus on which equipment is most important to the team’s survival. Listen well and work together. Record the team’s answers in the “team ranking column.”
3. **Listen** to how NASA experts ranked the equipment. Record their rankings in the NASA column.
4. **Compute Your Score.** Figure the difference between your rankings and the NASA rankings. Likewise, figure the difference between your team’s rankings and the NASA rankings. (Example: Suppose you rank the matches as the #1 item and NASA ranks them #5. The difference is 4; put a “4” in the “error points” column.) Whichever team has the least number of error points wins.

| Item | Notes | NASA Ranking | Your Ranking | Error Points | Team Ranking | Error Points |
|--|-------|--------------|--------------|--------------|--------------|--------------|
| Box of matches | | | | | | |
| Food concentrate | | | | | | |
| 50' nylon rope | | | | | | |
| Parachute silk | | | | | | |
| Space blanket | | | | | | |
| Signal mirror | | | | | | |
| Lights with rechargeable solar-powered batteries | | | | | | |
| Map of lunar surface | | | | | | |
| Oxygen tanks (2) | | | | | | |
| Self-inflating life raft | | | | | | |
| Magnetic compass | | | | | | |
| Purified water (5 gals) | | | | | | |
| Spacesuit repair kit | | | | | | |
| First aid kit | | | | | | |
| Solar-powered, 2-way radio | | | | | | |
| Totals | | | | | | |

SURVIVAL ON THE MOON - NASA EXPERTS' ANSWERS

FOR INSTRUCTOR USE ONLY

- 1. Oxygen.** The Moon has no atmosphere. Without oxygen you will suffocate and die.
- 2. Water.** Water is essential to all life. Astronauts need 3 gallons per day to function and survive.
- 3. Food.** Of course you will need food, and this concentrate is lightweight and easy to carry.
- 4. Radio.** The radio might allow you to talk with the Lunar Outpost and call for help.
- 5. First Aid Kit.** Having a first aid kit handy is always a good idea.
- 6. Map of the Moon.** This is your primary way to identify where you are and what you'll use to navigate.
- 7. Spacesuit Repair Kit.** You can not afford to have any tears in your spacesuit.
- 8. Life Raft.** Use the raft as a sled for carrying the bulky oxygen and water canisters.
- 9. Space Blanket.** Temperatures vary widely on the Moon. A blanket can insulate the water and oxygen.
- 10. Rope.** Use it to drag the life raft and to help you cross difficult terrain.
- 11. Lights.** The lights will help you travel at night.
- 12. Signal Mirror.** This can be used as a form of communication if the radio fails.
- 13. Parachute Silk.** A parachute could be used to provide shade, or as a back-up sled to the life raft.
- 14. Matches.** With little oxygen on the moon, the matches are useless.
- 15. Compass.** There is no Moon-wide magnetic field, so the compass is useless.

ACTIVITIES 3.2 & 3.3

PREFLIGHT ACTIVITY & ORIENTATION FLIGHT

Thanks to CAP, thousands of young people have enjoyed their first flight in an airplane. At Great Start, the goal is not simply to fly cadets, but to provide them with a mini ground school to make their flight more meaningful and introduce them to the world of aviation. Many cadets are not only new to flying, they will be visiting a general aviation airport for the first time, so this activity includes time for the cadets to explore the anatomy of an airport. Further, this activity presents a good opportunity to explain why a drug-free ethic is so important in CAP. Most importantly, this activity's overall goal is to get cadets excited about flying and motivate them to continue in the Cadet Program. This activity is a lead-in to the cadets' first orientation flight (Activity 4.3), which is flown according to CAPP 52-7, *Cadet Orientation Flight Syllabus*.

Suggested Instructors

PIC. A qualified orientation pilot flies the aircraft, following the orientation flight syllabus.

Ground Instructor. Another pilot, aerospace officer, or similar individual should draw upon their knowledge to conduct the ground activities listed below.

Cadet Officers and NCOs could assist in leading the ground activities below, if they are knowledgeable about flying.

Duration of Preflight Activities

Approximately 50 min

Objectives

1. Identify key features of a general aviation airport and describe their function
2. Identify key features of an aeronautical sectional chart
3. Assist the instructor in observing the weather conditions and obtaining a forecast
4. Defend the idea that aviators need to be healthy, drug-free, and alert
5. Actively observe an aircraft preflight

Best Practices to Consider

- Create a sortie schedule in advance to make efficient use of the aircraft and to limit the cadets' down-time on the ground.
- Divide the cadets into groups of 2-4 cadets so that they may all have a good view of the aircraft preflight.
- Fly 2 cadets at a time (if the aircraft allows). Fly to a neighboring field, land, have the front seat cadet move to the back seat and vice versa, then return to the home field.
- Start the day by having the first group of cadets complete this Preflight Activity, which should take about an hour. Then send them off to fly. Shortly after the first group

launches, the second group should arrive and begin this Preflight Activity. Repeat the cycle as many times as needed.

- Make the most of the pilot's and the aircraft's time. Have another senior member manage the cadets on the ground, prepare them for their flight, take care of paperwork, and debrief them.

LESSON OUTLINE

1. Examine the Airport's Anatomy (10 min)

This might be the cadets' first trip to a small airfield. Find a safe location with a good view of the field to point out and explain the function of the following features (where applicable):

- Windsock
- Active runways
- Taxiways
- Runway markers
- FBOs (fixed base operator)
- Tower
- ILS (instrument landing system)

2. Review the Aeronautical Chart (10 min)

Have the cadets locate their airport on a sectional chart. Point out important features in the area, such as mountains, restricted airspace, VORs, etc. If flying to another airport, have the cadets locate it on the chart and determine the heading they'll be flying each way.

3. Observe the Weather (10 min)

Have the cadets assist the pilot in command (PIC) or ground instructor in checking the weather conditions, winds aloft, radar, etc.

4. Drug Free Ethic (2 min)

The PIC should pause to mention the importance of following a drug-free ethic. Drugs and alcohol don't mix with flying. On a similar note, crew rest is important, too. Pilots need to be healthy and fully alert.

5. Restroom Break (10 min)

Last chance for the fliers to use the facilities.

6. Preflight. (20 min)

The Pilot-in-Command (or anyone knowledgeable about flying) should lead the cadets through a basic preflight and safety briefing.* Explain what is being checked and why. Conduct the standard passenger briefing. Encourage the cadets to ask questions.

** Of course, the PIC maintains responsibility for pre-flying the aircraft. But to save time, each group of 2-4 cadets might "preflight" one aircraft on the ground, while another aircraft, pre-flighted once by the PIC, is used for the actual flying.*

7. Go Fly. (3 hrs)

Conduct the flight using CAPP 52-7, *Cadet Orientation Flight Syllabus*.

Note: Be sure to take pictures!

ACTIVITY 4.1

INTRODUCTION TO FITNESS & THE CPFT

This activity introduces cadets to the Cadet Program's physical fitness element. It begins with a brief discussion about why cadets need to be physically fit. However, the activity's main focus is the Cadet Physical Fitness Test, which the cadets are introduced to using the demonstration - performance method. The activity concludes with an explanation of the CPFT standards cadets must attain to qualify for promotion to cadet airman.

Suggested Instructors

A cadet officer or NCO should lead this activity

A handful of NCOs will be needed to coach the cadets as they try performing the CPFT

Duration

30 min

Objectives

1. Defend the need for physical fitness being in the CAP Cadet Program
2. Demonstrate how each event of the CPFT is performed
3. Identify the CPFT standards required to qualify for promotion to cadet airman

Special Equipment

Copies of the CPFT standards (CAPP 52-18, Attachment 3)

Stopwatches and the usual equipment necessary for administering the CPFT (see CAPP 52-18)

LESSON OUTLINE

Discussion Questions (3 min)

1. Why is fitness part of the Cadet Program?

Anticipated Response

CAP aim to develop the whole person. We want to develop your intellectual firepower, your character and sense of personal honor, and we want to make you physically fit.

2. What types of fitness-related activities can you do in CAP?

Anticipated Response

Hiking, orienteering, team sports, calisthenics, obstacle courses, rappelling, etc.

3. What expectations do you think CAP has in terms of physical fitness?

Anticipated Response

The main expectation is simple: We want you to develop the habit of exercising regularly. If you participate in gym class a few times a week, that counts. If you're in sports, that counts. If you do calisthenics at home or ride bikes with a friend, that counts. CAP measures your fitness through a test consisting of four main events.

CPFT Demonstration – Performance (20 min)

Using the demonstration – performance method described below, teach cadets how to perform each event in the Cadet Physical Fitness Test. For a description of the events, see CAPP 52-18.

1. State the exercise to be performed and explain its purpose.
2. Perfectly demonstrate how the exercise is performed at a normal cadence. For calisthenics, demonstrate 3 or 4 repetitions.
3. Break the exercise into segments. Show the starting position and the finishing position and identify any special rules or standards. Slowly demonstrate the exercise one step at a time. Allow cadets to ask questions.
4. Have cadets try the exercise on their own. Watch them closely and give them feedback. Ensure everyone understands how to perform the exercise properly.

Note: It is not necessary to run a mile to demonstrate the mile run, but ensure cadets know what the course is, how many laps they need to complete, etc.

CPFT Standards (2 min)

Review the CPFT performance standards. Ensure everyone knows what standards they need to meet for their age and gender to qualify for promotion to cadet airman. See CAPP 52-18 for details.

Conclusion (1 min)

Now that you know what is expected of you, start exercising regularly. Practice with the CPFT events so that you can earn cadet airman.

ACTIVITY 4.2

FITNESS ACTIVITY

During Cadet Great Start, cadets will participate in a team-based fitness activity. Any sport, game, or fitness drill that promotes team spirit and builds a sense of camaraderie would be appropriate. Volleyball, ultimate Frisbee, soccer, and tug-o-war are suggested. Ensure cadets properly warm up and cool down.

Suggested Instructors

Cadet officers and NCOs

Duration

50 min

Objectives

1. Actively participate in the sport, game, or fitness drill
2. Demonstrate teamwork and good sportsmanship

ACTIVITY 5.1

INTRODUCTION TO THE CORE VALUES

Follow the instructions for the “Ground School” module in CAPP 265-2, *Flight Time: Values for Living*.

ACTIVITY 5.2

THE CADET OATH

This short, guided discussion introduces new cadets to the Cadet Oath. Before examining the oath in detail, cadets first consider what an oath is and what it means to swear an oath. Cadets will then review the CAP Cadet Oath, looking at it line-by-line to decipher its meaning and learn about the attitudes and philosophies found just under the surface of the oath's words. This discussion is an important part of Great Start because cadets must recite the Cadet Oath from memory in order to earn their promotion to cadet airman.

Suggested Instructors

A cadet officer or a mature cadet NCO should lead this discussion

Duration

30 min

Objectives

1. Describe what an oath is and explain what it means to swear an oath
2. Discuss the meaning of the CAP Cadet Oath by examining it line-by-line
3. Defend the idea that the CAP Cadet Program should include a Cadet Oath

Visual Aid

Refer cadets to the Cadet Oath shown in chapter 1 of the leadership text

LESSON OUTLINE

Attention

Read the commissioning oath of Air Force officers:

I, (Full Name) having been appointed a second lieutenant in the United States Air Force, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office upon which I am about to enter, so help me God.

Discussion Questions

1. What is an "oath"? What I just read to you is the commissioning oath that new military officers swear to. If someone says they swore an oath, what does that mean?

Anticipated Response

An oath is a solemn promise. Oaths are usually made in public and involve promises that serve a public good. When you swear an oath, you put your personal honor and reputation on the line.

2. Why does society need oaths? Give some examples of when oaths are used.

Anticipated Response

When someone has a serious responsibility to fulfill, we need to know that they are serious about their duties and the promises they are making. When you testify in court, you make an oath to tell the truth. When the president assumes office, he or she swears an oath. Members of the military swear an oath when they enlist or are commissioned. In CAP, cadets have an oath of their own.

Analysis of the Cadet Oath

Review the Cadet Oath line by line and use the discussion questions below to develop in the cadets an understanding of the attitudes and philosophies contained within the oath.

The Cadet Oath *arranged line-by-line*

1. I pledge that I will serve faithfully in the Civil Air Patrol Cadet Program
2. and that I will attend meetings regularly,
3. participate actively in unit activities,
4. obey my officers,
5. wear my uniform properly,
6. and advance my education and training rapidly
7. to prepare myself to be of service to my community, state, and nation.

1. What does it mean to serve faithfully in something?

Anticipated Response

Being faithful means being true and doing what you say you will do. In this first line of the oath, you are saying that you understand what you are getting yourself into by joining CAP, and that you are freely choosing to become a cadet.

2. What if you have a ton of homework to do and cannot make it to a CAP meeting? Are you violating your oath?

Anticipated Response

No. In the oath, you promise to attend meetings regularly, which means you'll attend most of them but not every single meeting without exception.

3. What does it mean to "participate actively"?

Anticipated Response

You promise to be enthusiastic about what cadets do. You're joining CAP because you are looking forward to great activities and naturally you intend to take part in them.

4. What does it mean to "obey my officers"? Are you promising to be the slave of your commander?

Anticipated Response

Here you are recognizing that you're just a new cadet who doesn't have all the answers, but you recognize that there are people who have more experience than you do, and they will try to guide you. You're making a promise to listen to what they say and to follow their instructions. If an officer were to try to guide you toward doing something morally wrong, you would not be required to obey them.

5. Why does the oath include a promise to wear your uniform properly?

Anticipated Response

You are saying you know there is a right way and a wrong way to wear the uniform, and that you will represent CAP and the US Air Force well by always looking sharp in uniform. Because the cadet uniform is similar to the Air Force uniform, you have a special obligation to live up to the ideals it represents.

6. What does it mean to promise to advance your education rapidly? Why is this statement in a cadet oath?

Anticipated Response

The word "cadet" can be defined as "a young person in training to become a leader." Therefore, a cadet's primary job is to learn how to lead. In the Cadet Oath you promise to take that duty seriously and not to come to CAP activities simply to goof off.

7. Why does the Cadet Oath speak of serving your community, state, and nation?

Anticipated Response

Civil Air Patrol is a volunteer organization whose main purpose is community service. Everything we do is altruistic, meaning that it is for the benefit of others, not ourselves personally. By participating in cadet activities, you are gaining from those experiences,

but the overall goal is to build yourself into a responsible citizen, so America benefits too. America needs leaders who look out for the needs of the community, not their own selfish desires.

Conclusion

The Cadet Oath represents what the CAP Cadet Program is all about, and demonstrates that cadets are serious about living up to the ideals represented by their Air Force-style uniform. To earn your promotion to cadet airman, you will need to be able to recite the Cadet Oath from memory. Start memorizing it right away. Work with a fellow cadet to test one another's ability to recite the oath.

ACTIVITY 6.1

BASIC FIELD SAFETY

As cadets begin their first “field” activity, it is important for them to learn that in CAP we emphasize safety. This short briefing is designed for leaders to communicate their expectations to cadets regarding safety. Cadets will work through a 4-step safety process that is an abbreviated version of operational risk management (ORM), developed by the Navy. Instructors should customize the briefing to meet the needs of local conditions.

Suggested Instructor

A cadet officer or NCO, working under senior supervision, should lead this briefing

Duration

10 min

Objectives

1. Defend the idea that everyone in CAP is responsible for looking out for one another’s safety
2. Discuss the four basic steps in the safety process

LESSON OUTLINE

Introduction

In CAP, we think of ourselves as a team of professionals. Therefore, we take safety seriously. In our lifesaving emergency services missions, it is vital that we stay alert, watch our surroundings, and think before we act. For the next 5 or 10 minutes, we’ll consider the four steps of the safety process:

1. Identify what can go wrong
2. See if we can do anything to avoid those hazards
3. Act to make the situation safer
4. Speak up if you’re unable to take the right action

Discussion Questions

1. Today we will conduct a compass course. Our first step in the safety process is to identify the risks. What can go wrong during this activity? What sort of accidents or safety hazards should we be on watch for?

Anticipated Responses (will vary depending on the local environment)

- Slips, trips, and falls
- Getting lost
- Horsing around
- Becoming separated from the group
- Getting stuck in bad weather
- Heat exhaustion, dehydration, or frostbite (depending on local conditions)

2. Our second step in the safety process is to use your brain and think about the hazards we just identified. What can we do to keep those hazards from hurting someone?

Anticipated Responses (will vary depending on the local environment)

- Slips, trips, and falls: Ensure everyone is wearing decent footwear; warn cadets to be mindful of uneven ground, loose rocks, low-hanging tree branches, etc.
- Getting lost: Take note of major landmarks like mountains, towers, lakes, roads, that can be used as a reference point; ensure everyone knows where we're going; bring a map and compass; stick together; use the buddy system
- Horsing around: Recognize we want to have a successful training and also have fun, but horsing around is something that can lead to an accident – don't do it
- Becoming separated from the group: Stick together and stay with your buddy; stop at every waypoint, trail junction, etc., to ensure everyone is still together
- Getting stuck in bad weather: Check the forecast and ensure everyone has the right gear before setting out. If the weather gets bad, turn back before it's too late.
- Heat exhaustion, dehydration, or frostbite (depending on local conditions): Check the forecast; dress appropriately; bring plenty of water and drink regularly

3. Our third step in the safety process is to correct the situation so we can be safe during the activity. Is there anything we need to do before setting out, based on the hazards we just discussed?

Anticipated Responses

- Verify everyone has a compass and knows the compass course
- Verify everyone has good footwear and proper clothing
- Group cadets into pairs so everyone can use the buddy system...etc.

4. Our final step in the safety process is to tell a leader if you're unable to take the right action. In other words, if you're missing equipment, if you see something that might be unsafe, or if you are unsure about something, speak up.

Conclusion

No activity is perfectly safe. But by spending a few minutes to consider the hazards and figuring out what we need to do to stay safe, we've just greatly reduced the risk that anyone will get hurt today.

ACTIVITY 6.2

COMPASS COURSE

For their introduction to the Cadet Program's activities element, cadets will participate in a compass course. This activity is intended as a fun exercise that challenges cadets to apply the teamwork and leadership skills they have been learning throughout Great Start. A nice secondary benefit is that cadets will learn how to use a magnetic compass, which will give them a head start in their emergency services training. It is also a good opportunity for the squadron to describe any special local programs that the unit conducts relative to land navigation (e.g.: hikes, bivouacs, orienteering, ground team training, etc.).

Suggested Instructors

A cadet officer, highly proficient with the compass, should oversee the compass course. A number of cadet NCOs who are proficient with a compass should serve as instructors and coaches.

Duration

70 min

Objectives

1. Demonstrate how to make a pace count
2. Demonstrate how to take bearings using a magnetic compass
3. Apply basic teamwork skills to include listening actively, cooperating, and working together to solve problems

Special Equipment

Measuring tape (the longer the better)

Index cards or something similar

Magnetic compasses (enough for each cadet, or at least one per group)

Optional visual aids: see the "Land Navigation for Ground Team Members" slides at cap.gov, in the operations training materials section

Course Preparation

Pace Line. Use a measuring tape to mark a 100-foot line for cadets to use in figuring their pace count.

Site Selection. For an introductory compass course like this, a large parking lot or a field makes a good site. If the unit wishes to take the course into the woods, consider what uniform / clothing the cadets will be wearing, and also consider safety.

Waypoints. Include 5 to 10 waypoints in the course. Design the course so that the first 2 or 3 waypoints have simple bearings (ie: 90 degrees) and short pace counts (ie: 30 feet). Gradually lengthen the distance between waypoints. Likewise, do not include any obstructions in the course, except on the final 1 or 2 waypoints.

Markers. At each waypoint, leave a marker (ie: an index card) that gives cadets the bearing and distance to the next waypoint. Always give the distance in either feet or meters, not paces.

Multiple Courses. Cadets might watch the other teams to see where the waypoints are located. To avoid this, teams could be sequestered and sent onto the course in intervals, or the staff could design a few different courses co-located on the same field.

LESSON OUTLINE

Divide the cadets into groups of 2 to 4 cadets each.

1. Magnetic Compass.

10 min

Brief the cadets on how to take bearings using a magnetic compass. For their first exercise, have the cadets perform a simple 3-leg compass walk (also known as a compass triangle). Pick a bearing to begin at (say 360 deg, north), have the cadets walk 10 paces, then add 120 degrees to the bearing, walk another 10 paces, and then add another 120 degrees to the bearing and walk another 10 paces. The cadets should return to the place where they started.

Brief the cadets on how to handle long pace counts and obstructions. For example, if they are assigned to walk 500 paces instead of a manageable 10 paces, they would need to focus on a marker as they made their bearing – a tree, a telephone pole, etc. – or better yet, they could send a fellow cadet a good distance out into the field, then direct that cadet to an exact spot such that their body serves as a marker. And if their bearing crosses an obstruction, they will need to stop short of the obstruction, deliberately change course to get around the obstacle, then return to course. For more on obstacles, see the slides mentioned above.

2. Pace Count

5 min

Have the cadets figure their pace count. To do this, have the cadets walk a set distance, say 100 feet, at a normal stride, while counting their paces. Have the cadets return to the starting point, and again count their paces. Add the two pace counts together, and divide that sum by 2 to obtain the average. Now the cadets know how many paces, on average, it takes them to walk a certain distance. Finally, briefly explain how ratios work. For example, if a cadet can walk 100 feet using 40 paces, he or she can walk 50 feet using 20 paces, 200 feet using 80 paces, etc.

3. Compass Course

50 min

Now that the cadets know how to take bearings using a magnetic compass and have figured their pace count, they are ready to begin the compass course. Save a few minutes to allow for debriefing.

ACTIVITY 7.1

PRE-TEST: JEOPARDY!

This activity, modeled on the game show *Jeopardy!*, is designed to prepare cadets for their Achievement 1 leadership test. Questions asked during this game are based on the learning objectives found in chapter 1 of the leadership textbook, and therefore closely resemble many of the questions on the achievement test.

Suggested Instructors:

A cadet officer or NCO should serve as the game show host

A cadet NCO should keep score and watch to see which cadet's hand is raised first

Duration:

30 min

Goal:

Prepare cadets for the Achievement 1 leadership test

LESSON OUTLINE

1. Preparation

Divide the cadets into groups of 3 or 4. Administer the Jeopardy game to each group. Scatter the groups around the unit headquarters so that no group overhears another group playing the game, if feasible. Cadets should participate as individuals, since they will attempt the Curry test alone.

Use a chalkboard, whiteboard, index cards, or a piece of paper to create a 6 x 5 grid, which will serve as the Jeopardy game board. Label the categories in the grid's top row. Within each column, label cells 100, 200, 300, 400, or 500, in descending order, as seen on the TV show.

Have the competitors do rock, paper, scissors or something similar to determine who goes first.

2. Game Play

The host will refer to the answer table below in asking questions and judging whether the answer is correct or not. As always with Jeopardy, the answer must come in the form of a question.

The first cadet to raise his or her hand wins the right to answer the question. Cadets may pick any unused question from the board. As questions are used, erase them from the whiteboard. A correct answer earns the cadet the point value of that question. If the cadet answers incorrectly, they lose that many points and another cadet gets to try to answer. Whoever was the last person to answer a question correctly controls the game board and picks which question they want to try next. Keep a running total of each cadet's score on the whiteboard.

3. Conclusion

When all questions have been used, the game is over. The cadet with the most points wins. Leaders should monitor the cadets' performance to see which cadets are well prepared for the Curry test and which need to be encouraged to study more and/or be paired with a tutor.

| | GENERAL CAP KNOWLEDGE | LEADERSHIP | MILITARY STUFF | INSIGNIA | POTLUCK |
|-----|--|---|---|--|---|
| 100 | <p>Q: CAP is its auxiliary.</p> <p>A: What is the U.S. Air Force?</p> | <p>Q: It means having a code of honor and doing what's right when no one's looking.</p> <p>A: What is integrity?</p> | <p>Q: To wear the CAP uniform, you must first do this.</p> <p>A: What is meet the grooming standards?</p> | <p>Q: Two stripes</p> <p>A: What is C/A1c?</p> | <p>Q: He was the first national commander of CAP.</p> <p>A: Who is Maj Gen John F. Curry</p> |
| 200 | <p>Q: It's the official motto of CAP.</p> <p>A: What is "Semper Vigilans"?</p> | <p>Q: A Cadet Airman Basic would serve in this position</p> <p>A: What is element member?</p> | <p>Q: It's the primary purpose of drill in CAP.</p> <p>A: What is to learn teamwork?</p> | <p>Q: Four stripes</p> <p>A: What is C/SSgt?</p> | <p>Q: It's the seventh word in the CAP Cadet Oath.</p> <p>A: What is faithfully?</p> |
| 300 | <p>Q: They are the three missions of CAP.</p> <p>A: What are aerospace education, cadet programs, and emergency services?</p> | <p>Q: Someone who does a job because it needs to be done, not because they were told to, has this.</p> <p>A: What is self-discipline?</p> | <p>Q: It is what military courtesy is based on.</p> <p>A: What is simple politeness and respect?</p> | <p>Q: Five stripes down, with one rocker stripe above.</p> <p>A: What is C/MSgt?</p> | <p>Q: It's the cadence of quick time.</p> <p>A: What is 100-120 steps per minute?</p> |
| 400 | <p>Q: It's the birth date of the Civil Air Patrol.</p> <p>A: What is December 1st, 1941</p> | <p>Q: It means you take responsibility for your time, your resources, and your actions.</p> <p>A: What is self management?</p> | <p>Q: It's what position you stand at after you report to an officer, unless told otherwise.</p> <p>A: What is attention?</p> | <p>Q: Three diamonds</p> <p>A: What is C/Col?</p> | <p>Q: They are the five events in the CPFT.</p> <p>A: What are the mile run, shuttle run, sit and reach, curl up, and push up?</p> |
| 500 | <p>Q: They are the five elements of the CAP Cadet Program.</p> <p>A: What are leadership, aerospace, fitness, character, and activities.</p> | <p>Q: It's the book's definition of followership.</p> <p>A: What is the ability to reach goals while showing respect for authority?</p> | <p>Q: It is defined as the order of authority.</p> <p>A: What is the chain of command?</p> | <p>Q: Two pips</p> <p>A: What is C/1st Lt?</p> | <p>Q: They are the five milestone awards in the CAP Cadet Program.</p> <p>A: What are the Wright Bros., Mitchell, Earhart, Eaker, & Spaatz?</p> |

ACTIVITY 7.4

CADET PROGRESSION & LEADERSHIP FEEDBACK

Nearly every activity in Great Start is designed to prepare cadets for promotion to cadet airman. This activity is different in that it explains to Great Start graduates what they need to do to make airman first class and progress further in the Cadet Program. The activity begins with an overview with the Cadet Program's "path of progression," and moves on to consider the "Leadership Expectations" chart and the CAP Form 50s that comprise the leadership feedback program.

Duration

30 min

Suggested Instructor

A cadet officer or senior member should deliver this briefing

Objectives

1. Outline the Cadet Program's promotion eligibility requirements
2. Explain the purpose of the leadership feedback program
3. Describe the benefits of progressing in the Cadet Program

Special Equipment

The instructor should provide the following handouts to the cadets and/or display electronic versions using a LCD projector:

"Path of Progression" chart (see CAPR 52-16, chapter 2)

"Leadership Expectations" chart (see CAPR 52-16, chapter 2)

CPFT standards (see CAPP 52-18, Achievement 3)

LESSON OUTLINE

1. Review Promotion Eligibility Requirements

10 min

Review how cadets become eligible for promotion. Focus on Phase I and II achievements. If possible, provide each cadet with a copy of the "Path of Progression" chart found in CAPR 52-16, chapter 2. Use it as a visual aid to highlight the basic tasks cadets must complete to become eligible for promotion in CAP, such as:

Leadership Test: 1 chapter, taken sequentially, closed-book, multiple choice, passing score 70%

| | |
|-------------------------------|--|
| <i>Aerospace Test:</i> | 1 module, any order, closed-book, multiple choice, passing score 70% |
| <i>CPFT:</i> | "Run plus 2 out of 3;" review the standards found in CAPP 52-18, attachment 3. |
| <i>Character Development:</i> | Attend at least one forum per achievement |
| <i>Activities:</i> | Participate actively in unit activities |
| <i>Time-in-Grade:</i> | 2 months (8 weeks) between all achievements and milestone awards |
| <i>Milestone Awards:</i> | Cumulative, closed-book, multiple choice, passing score 80% |
| <i>Bottom Line:</i> | Make it very clear what cadets need to do to earn C/A1c |

2. Review Local Testing Practices

5 min

Review local testing practices such as:

- When are written tests are offered?
- How many tests can a cadet attempt during a single meeting?
- When is the CPFT offered? What if the weather is bad that day?
- What if a cadet misses a testing opportunity due to school or some other commitment?
- How and when do cadets learn if they passed or not?
- What if a cadet fails a test?

3. Leadership Feedback

10 min

See the "Leadership Expectations" slides. The "notes" pane includes suggested talking points for the instructor. If possible, provide each cadet with a copy of the "Leadership Expectations" chart found in CAPR 52-16, chapter 2. If a LCD projector is not available, make hard copies of the chart and use it as a visual aid in lieu of slides.

4. Conclusion: The Benefits of Promotion

5 min

What are some of the benefits of earning promotions in CAP? Like any worthwhile youth program, cadets get out of CAP what they put into it. Here is a brief overview of the benefits you receive when you work hard and earn promotions:

Leadership Roles: As cadets advance, they earn more responsibility and qualify for prestigious leadership roles. Someday you could become cadet commander.

Activities: Cadets who promote frequently get to participate in cool activities outside the unit (IACE, COS, CLA, etc.). As special opportunities arise, high-achieving cadets are rewarded first.

Scholarships: CAP cadet officers are eligible for college and flight scholarships.

USAF Academy Prep School: CAP has a special program with the Air Force Academy that allows top performing cadet officers to enter the Academy's prep school. In other words, CAP is a great opportunity if you want to go to the Academy. The Academy and ROTC look favorably on applicants who do well in CAP.

Air Force E-3: If you want to enlist in the Air Force and you have earned the Mitchell Award, the Air Force will start you as an A1C instead of an airman basic.

Awards: Of course, with promotions come more stripes and ribbons.

Intrinsic Benefits: If you do well in CAP, you will develop your leadership skills. That in itself will help you succeed in whatever you choose to do in your life.

ACTIVITY 7.41

LEADERSHIP FEEDBACK MEETING

Mentoring is a key aspect of leadership development. Cadet Great Start introduces new cadets to that important concept by saving some time for mentoring or leadership feedback using the CAPF 50-1, *Cadet Leadership Feedback: Phase I*.

Duration

5- 15 min (each cadet)

Suggested Instructor

A cadet officer or senior member should complete the CAPF 50-1 and lead the feedback meeting

Special Notes

1. For more on the goals and procedures of leadership feedback meetings, see CAPP 52-15, *Cadet Staff Handbook*.
2. Leaders will want to run feedback meetings concurrent with other events during the Week #5 schedule, depending on group size.

APPENDIX 1

PRE-PLANNING & OPEN HOUSE CHECKLIST

6-WEEKS PRIOR TO OPEN HOUSE

- Commit to the Cadet Great Start program
- Set date for Open House
- Appoint a Course Director and Cadet Commander
- Order recruiting brochures and posters from E-Services
- Order "Investing in America's Youth" from E-Services

4-WEEKS PRIOR TO OPEN HOUSE

Work with Schools. Have every cadet present a letter to their school principal or guidance counselor publicizing the open house (see appendix 5). Also provide the school with a copy of CAPP 52, *Investing in America's Youth*.

Work with Media. Coordinate with local newspapers, TV stations, and radio stations to announce the open house. Most media offer a community events section for such a purpose.

Work with Churches. Ask squadron members who attend church to place an announcement about the open house in their church bulletin.

Work with Community Centers. Place recruiting posters at local airports, arcades, skate parks, military recruiting offices, and similar places throughout your community.

Work with the Mall. Coordinate with area malls to request permission to place a display, staffed by CAP members, inside the mall one Saturday. If granted approval, follow the suggestions listed below for "At the School."

3 WEEKS PRIOR TO OPEN HOUSE

- Select the instructional staff
- Conduct activity P2 Cadet Cadre Training
- Start coordinating for cadet orientation flights (to be flown shortly after graduation)
- Review the material checklist (appendix 3) and obtain needed supplies

2 WEEKS PRIOR TO OPEN HOUSE

Invite a Friend. Challenge every cadet to bring one friend to the open house. If possible, award prizes to cadets who meet this challenge.

At the School. If allowed to set up an informational booth, or talk briefly with students, some possible ways to make the most of this opportunity include:

- Show a 3-min video (see capchannel.com)
- Have recruiting brochures available (request from E-Services)
- Have a roster that captures the name, phone number, and email address of interested students
- Have photos, posters, and other visual aids on display

Clean Up the HQ. Visitors are coming, so you will want your meeting place to look clean and welcoming.

Check Signage. If you meet in an out-of-the-way location, ensure there is adequate signage – even if only temporary – directing guests to your meeting place.

Create Displays. Have photos, awards, equipment, and other visual aids on display for guests to look at before the open house begins.

Create Agenda. Develop an agenda for the open house. Include contact information for squadron leaders.

Arrange for Snacks. Offer snacks and beverages to guests during the open house.

1 WEEK PRIOR TO OPEN HOUSE

Review the plan for the Open House. Preflight the scheduled activities.

Invite a CAP-USAF Reservist to attend graduation (week 5) so there is a uniformed Air Force presence.

2 DAYS PRIOR TO OPEN HOUSE

Follow-Up with Interested Youth. A few days prior, call or email youth who visited your recruiting booth at school or the mall to remind them of the open house and answer any questions.

DAY OF OPEN HOUSE

Prepare Headquarters. Place a copy of the open house agenda on each chair. Include the contact information for squadron leaders. Also set up any displays.

Arrive Early. It is always good to have staff on hand too early than too late.

FOLLOW-UP: GRADUATION WEEK

Press Release. Following graduation, send a news release to local media (see appendix 4 for a sample).

Hot Wash. Gather the principal leaders involved in the Cadet Great Start program. Discuss what went well about the program, and what can be improved next year. Take notes and begin a continuity file. Some suggested discussion topics are listed below:

Publicity: Did we generate enough publicity for the open house? What went well? What should we do next time?

Staffing: Did we have the right number of people involved in supporting this program? Was the division of labor between cadets and seniors about right?

Equipment: Were there any special equipment, visual aids, or printed materials that worked well? Is there anything we should add to our checklist for next time?

Finances: How much did this program cost the squadron? How much should we budget for next time?

Scheduling: How well did our schedule work? Were there any activities that ran long or short? How should we tweak the schedule for next time?

Activities: Were the activities we offered appropriate for prospective and new cadets? Are there any activities we should add or delete or modify for next time?

Parents: Did we do enough to involve parents? Is there anything we can do next time to strengthen our partnership with them?

Graduation: How did the cadets perform on their Achievement 1 tests? What was our graduation rate? Can we do anything to improve this rate for next time? Did cadets seem to do poorly in any particular subject areas?

Open Floor: Is there anything else we need to discuss?

APPENDIX 2

GREAT START CHECKLIST

| | SM GREETER'S CHECKLIST | MENTOR'S CHECKLIST | NEW CADET'S CHECKLIST | PARENT'S CHECKLIST |
|-----------------------------|--|---|--|---|
| WEEK 1 OPEN HOUSE | <input type="checkbox"/> Greet visitors <input type="checkbox"/> Have visitors sign in; get names & contact info <input type="checkbox"/> Provide visitors with copy of agenda <input type="checkbox"/> Assign mentor | <input type="checkbox"/> Greet cadet <input type="checkbox"/> Exchange phone numbers / email / IM information | <input type="checkbox"/> Attend Open House & complete Part 1 of Great Start | <input type="checkbox"/> Attend Open House <input type="checkbox"/> Complete Part 1 of Great Start |
| BETWEEN MEETINGS | | <input type="checkbox"/> Call prospective cadet; answer questions, invite back to Week #2 | <input type="checkbox"/> Discuss CAP with parents | <input type="checkbox"/> Discuss CAP with child |
| WEEK 2 | <input type="checkbox"/> Watch for more visitors | <input type="checkbox"/> Provide Great Start Student Guide | <input type="checkbox"/> Participate in Great Start | |
| BETWEEN MEETINGS | | <input type="checkbox"/> Call prospective cadet; answer questions, invite back to Week #3 | <input type="checkbox"/> Measure for uniform | <input type="checkbox"/> Measure cadet for uniform |
| WEEK 3 | | | <input type="checkbox"/> Participate in Great Start <input type="checkbox"/> Complete CAPF 15 application | <input type="checkbox"/> Complete CAPF 15 application |
| BETWEEN MEETINGS | | <input type="checkbox"/> Call cadet to answer questions about Curry test | <input type="checkbox"/> Submit CAPF 15 to NHQ with dues <input type="checkbox"/> Study for Curry | |
| FIELD DAY | | <input type="checkbox"/> Mentor throughout day as opportunities arise | <input type="checkbox"/> Participate in Great Start Field Day | |
| WEEK 4 | | <input type="checkbox"/> Help cadet correct Curry to 100% | <input type="checkbox"/> Complete Great Start <input type="checkbox"/> Pass Curry test | |
| BETWEEN MEETINGS | <input type="checkbox"/> Contact parent to invite to Great Start graduation | | | |
| WEEK 5 | | | <input type="checkbox"/> Graduate from Great Start <input type="checkbox"/> Earn C/Amn | <input type="checkbox"/> Pin-on cadet's C/Amn insignia |
| FIRST 60 DAYS | | | <input type="checkbox"/> Orientation Flight | |
| FIRST YEAR | | <input type="checkbox"/> Encourage cadet to attend weekend activities <input type="checkbox"/> Encourage cadet to go to encampment; help them apply <input type="checkbox"/> Call cadet if they miss 2 meetings in a row; help resolve any problems | <input type="checkbox"/> Attend 70% of weekly squadron meetings <input type="checkbox"/> Attend 3 weekend cadet activities <input type="checkbox"/> Attend encampment <input type="checkbox"/> Complete Phase I <input type="checkbox"/> Renew | |

APPENDIX 3

MATERIALS CHECKLIST

Some of the activities in the Cadet Great Start Program call for special equipment. Shown below is a consolidated listing of those materials:

General Visual Aids

Whiteboard, chalkboard, butcher paper, or something similar

Electronic Visual Aids (optional)

LCD Projector

Computer

Projection screen

TV with VCR or DVD (for *Glory*)

Generic CAP video (from capchannel.com)

Thunderbird #3 Nicole Malachowski video (from capchannel.com)

Other Equipment

| | | |
|---|------|-------------------------|
| Interim textbook (leadership chapter 1) | xx | Throughout course |
| <i>Glory</i> , starring Matthew Broderick | P2 | Cadet Cadre Training |
| "Land mines" (chairs, hats, pylons, etc.) | 1.3 | Mine Field |
| Bandanas (Activities 1.3 & 2.11) | xx | Teambuilding |
| <i>Parents Guide to CAP</i> (optional) | 1.5 | Parents' Introduction |
| Masking tape and pens or markers | 2.11 | Identity Crisis |
| Hula hoop | 2.11 | Identity Crisis |
| Tennis balls (1 per participant) | 2.11 | Identity Crisis |
| AFMAN 36-2203, <i>Drill & Ceremonies</i> | 2.12 | Drill Labs |
| <i>AFJROTC Drill & Ceremonies Instructor Guide</i> (optional) | 2.12 | Drill Labs |
| Grade Insignia Flash Cards | 2.21 | Grade Insignia |
| CAPM 39-1, <i>CAP Uniform Manual</i> , Attachment 2 | | 2.4 The Cadet |
| Uniform | | |
| Uniform Mini-Posters (from Cadet Member Kit) | 2.4 | The Cadet Uniform |
| Miscellaneous uniform articles (see lesson plan) | 2.41 | Uniform Lab |
| Ruler(s) | 2.41 | Uniform Lab |
| "Survival on the Moon" handouts | 3.1 | AE Team Activity |
| Aeronautical Chart | 3.2 | Pre-Flight Activity |
| CPFT Standards from CAPM 52-18 | 4.1 | Introduction to Fitness |
| Stopwatch & standard CPFT materials | 4.1 | Introduction to Fitness |
| Sports Equipment (needs can vary, see lesson plan) | 4.2 | Fitness Activity |
| "Ground School" module from CAPP 265-2 | 5.1 | Core Values |
| The Cadet Oath (inside front cover of leadership text) | 5.2 | The Cadet Oath |

| | | |
|---|------|---------------------|
| Measuring tape (the longer the better) | 6.2 | Compass Course |
| Index cards or something similar | 6.2 | Compass Course |
| Magnetic compasses | 6.2 | Compass Course |
| Jeopardy! questions (see lesson plan) | 7.1 | Pre-Test: Jeopardy! |
| Achievement 1 Leadership Test | 7.3 | Written Exam |
| "Path of Progression" from CAPR 52-16, ch 2 | 7.4 | Cadet Progression |
| "Leadership Expectations" from CAPR 52-16, ch 2 | 7.4 | Cadet Progression |
| CAPF 50-1, <i>Leadership Feedback: Phase I</i> (1 each) | 7.41 | Leadership Feedback |
| CAPF 15, <i>Application for Cadet Membership</i> | 8.2 | Administrative Task |
| C/Amn chevrons & Curry ribbons | 8.4 | Promotion Ceremony |
| Graduation certificate (optional; see appendix) | 8.4 | Promotion Ceremony |

APPENDIX 4

SAMPLE NEWS RELEASE

Note: This generic news release should be customized by the local unit. Replace *italicized text* with the appropriate facts, figures, or quotes. If possible, attach a photo, with a suggested caption.

TODAY'S DATE

FOR IMMEDIATE RELEASE

FOR MORE INFORMATION CONTACT:

Capt John Curry, 555-1234 name@dot.com

AREA YOUTH BECOME CADETS IN AIR FORCE AUXILIARY

HOMETOWN USA -- (*Quantity*) area teens are on their way to becoming tomorrow's aerospace leaders. The youth are the newest cadets of the U.S. Air Force Auxiliary, Civil Air Patrol.

The cadets completed a 5-week orientation program that included training in leadership, physical fitness, aerospace education, and character-building activities. But the highlight of the new cadets' experience was a flight in a Civil Air Patrol airplane.

"I love being a cadet," said eighth-grader John Curry, age 14. "I'm making new friends and learning how to become a leader."

The cadets' parents also speak approvingly of the Civil Air Patrol. *"We've noticed our daughter has more self-discipline, which is translating into better grades at school," said Billy Mitchell.*

Civil Air Patrol is the non-profit, volunteer auxiliary of the U.S. Air Force. In addition to offering a cadet program, CAP educates the public about the value of aviation, and performs lifesaving humanitarian missions.

For more information, see gocivilairpatrol.com *or unitwebsite.com, or call Captain John Curry at 555-1234.*

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APPENDIX 5
LETTER TO SCHOOLS

Electronically cut and paste onto squadron letterhead. Replace *italicized text* with the appropriate information.

(Date)

Dear Educator,

Civil Air Patrol's Cadet Program is a positive enrichment activity for students interested in aviation and space. Our cadets also develop self-discipline and leadership skills under the guidance of responsible adults.

The students from your school who are already participating in Civil Air Patrol include *(names)*.

Our local chapter is hosting an open house on *(date)*. We request permission to publicize our event to your students by:

- Placing posters around the school, announcing the open house
- Publicizing the open house via announcements over the intercom, or during home room
- Setting-up an info booth during lunchtime or after school
- Hosting a 15-minute presentation at your school for interested students during a free period or after school

Please take a moment to review our "Investing in America's Youth" brochure. I'm confident you will agree the Civil Air Patrol is a positive, character-building activity for the youth of *(town)*. If you wish to contact me directly, I can be reached at *(info)*. Thank you.

Sincerely,

(Squadron Commander)

APPENDIX 6
GRADUATION CERTIFICATE

An optional graduation certificate is available. See cap.gov/greatstart.

APPENDIX 7

FREQUENTLY ASKED QUESTIONS

Is the Cadet Great Start program mandatory?

No, but squadrons are strongly recommended to offer Great Start at least once per year.

Must the course be conducted during weekly squadron meetings?

Because having good squadron meetings is so important in retaining cadets, Great Start is designed primarily for use during weekly meetings. However, the course may also be conducted on a weekend.

Does Cadet Great Start have its own home page?

Yes: cap.gov/greatstart.

When conducting Great Start, how closely do instructors have to follow the Great Start lesson plans?

Lesson plans are provided to make it easy for squadrons to offer Great Start, and to provide some standardization across CAP. However, instructors are welcome to personalize the lesson plans by substituting different activities, or approaching the subject matter in a slightly different manner. What is most important is that the prospective and new cadets fulfill the Great Start learning objectives.

Who should lead Great Start?

The unit commander should appoint a senior member to serve as the course director to oversee the overall Great Start program. If possible, a cadet officer should serve as the cadet commander or flight commander, with responsibility for supervising and mentoring the students and cadet instructors.

Who may instruct at Great Start?

The course director may appoint senior members, cadet officers, and cadet NCOs as instructors. Cadet instructors work under senior supervision.

Are units obligated to fulfill any reporting requirements if they offer Great Start?

National Headquarters requests units report completion of Great Start using a CAPF 11, listing the graduating students and staff. This report is not mandatory, but will help CAP monitor the effectiveness of the Great Start program. Upon receiving the CAPF 11, National Headquarters updates the members' records to show they have graduated from Great Start or served on staff.

How do we obtain Great Start materials?

All Cadet Great Start materials are available online at cap.gov/greatstart.

Is Great Start a new program, or is it replacing an existing program?

Great Start replaces the Cadet Orientation Course (CAPP 52-9, dated 1998) but takes an entirely new approach to cadet orientation and training.

What is the group or wing's role in Great Start?

Group and wing directors of cadet programs should encourage squadrons to host Great Starts. DCPs should mentor commanders as they implement Great Start for the first time. Groups and wings may host Great Start, but as explained in the preface, the program is designed for weekly unit meetings.

Where should I send my questions or comments about Great Start?

If you have a question, please start by talking with your DCP. If your problem remains unsolved, or if you have a suggestion about the curriculum, please contact National Headquarters via cap.gov/cadets.