

A Note to the Instructor:

The prepared lesson plans which follow are *not* an excuse for you, the instructor, to not prepare yourself to teach the assigned class. They are not a crutch to prop you up, nor a body cast to confine you. Rather, they are a guide to help you insure that your class conforms to a general standard, that you cover the expected information, and in the assigned time. It is your responsibility to prepare yourself before *each* class by researching the source material, reviewing the outline, preparing appropriate visual aids, and insuring the classroom is ready for the students.

Good lesson plans, like all expository writing, follow a simple three-part format:

Tell them what you're going to tell them (the introduction)

Tell them (the lesson itself)

Tell them what you told them (the conclusion)

The following BCS lesson plans contain eight common elements:

References:

Where to look for information on this subject. Go to this source, as well as other references, when you prepare to teach the class. Generally, these references contain far more detailed information than you can cover in this lesson; it will be necessary to choose the important highlights, those needed by the students at this, their introduction to Civil Air Patrol.

Time:

The times listed for each class are based on the experience from earlier Basic Cadet Schools, and should be appropriate for introducing new cadets to the subject. If the class is too short and you finish before the scheduled time, perhaps you missed a topic or did not include enough detail. On the other hand, if class is too long, perhaps you included *too much* detail, were distracted, or got off track. As important as *your* subject is to you, remember that your class must fit within the overall BCS schedule.

Educational goal:

A broad, general statement of what you should accomplish during this class.

Objectives:

The specific, concrete, measurable ideas that each student should be able to recall at the conclusion of the lesson.

Attention-getter:

Simply calling the room to attention (i.e., requiring the cadets to stand stiffly upright) does not guarantee you have the students' attention (i.e., they are mentally focused on *you*, the instructor). You should announce the subject, explain why this class is necessary and relevant to the student, and more. This step is an important and often over-looked opportunity to grab the students' attention and imagination. It's your opportunity to be creative. In fact, the attention-getter need not be directly related to the class material. You

can use appropriate humor; use surprise, or a shocking, thought-provoking statement (in good taste, of course). This should set the style and atmosphere of the class, then quickly and smoothly transition into the outline.

Visual aids:

Students learn better when they can see, touch, and demonstrate or perform what you are teaching. Use appropriate visual aids whenever possible, such as computer slide presentation, overhead slides, videotapes, a demonstration, the blackboard, etc.

Outline:

This is the “meat” of the lesson, a road map to guide you through the material, and to insure that *you* don’t get lost trying to reach your educational goal. It is a step-by-step sequence to lead the *student* through the information in a logical and easily-understood manner.

Conclusion:

A *brief* re-statement of what you just covered, and the importance of the information to the student.

Tips:

Be professional:

- Appearance

- Attitude

- Positive/self-assured

Avoid jargon, acronyms, or unfamiliar terms without clear explanation

Engage the class - don’t confront them

- Speak to the students, not over their heads, not down to them

- Make eye contact

- Ask questions and seek responses

- Use demonstrators whenever possible

Observe other instructors; ask someone to observe you

- Watch for distracting mannerisms, inappropriate remarks

- Class control

- Teaching style

Be enthusiastic

Have fun!

Instructor Final Checklist:

Are you *ready* to teach this class? Before starting each class, go over this brief checklist. Common sense and experience must be used to decide when each of the following items is actually checked.

The classroom:

Available? (*unlocked?*)

Ready? (clean, proper chairs, etc.)

Lights?

Student Material:

Handouts ready

Other material necessary? (pencils, paper, workbooks, etc.)

Visual Aids

Available?

Appropriate?

Adequate?

Lesson plan and notes:

Complete?

Review?

Uniform and personal appearance:

Correct?

Reflects well on yourself?

Reflects well on your unit and organization?

CLASS OUTLINE

BCS INTRODUCTION

100

Instructor: **BCS Commander**
Ref: **BCS Program Manual**

Lecture
30 minutes
Pre-req: None

DESCRIPTION

Educational Goal:

To understand the environment and the objectives of the Basic Cadet School.

Objectives:

Each student will be able to:

- a. List the four schools in the Integrated Leadership Program.
- b. Name five classes to be studied at BCS.
- c. Adhere to the standards of conduct during the school.

Visual Aids:

OUTLINE

Attention-getter:

- I. Introduction
 - A. Introduce senior and cadet staff.
 - B. Introduce the Integrated Leadership Program
- II. Objectives of Basic Cadet School
 - A. Understand CAP organization, history and missions
 - B. Understand CAP cadet program
 - C. Working knowledge of all drill movements
 - D. Understand the responsibilities and discipline required of all cadets

CLASS OUTLINE

- III. Overview classes
- IV. Overview schedule
- V. Define rules
- VI. Safety guidelines
- VII. Describe the cadet's expected performance
- VIII. Conclusion

CLASS OUTLINE

HISTORY OF CIVIL AIR PATROL

110

Instructor: Staff

Ref: CAPM 50-1

Lecture

30 minutes

DESCRIPTION

Educational Goal:

To understand the origin of Civil Air Patrol, and to assist the cadet in relating to the organization.

Objectives:

Each student will be able to:

- a. State foundation date and original organizational affiliation of CAP.
- b. List three wartime activities of CAP.
- c. State Public Law number and date of incorporation under USAAF.
- d. State Public Law # and date of incorporation under USAF.
- e. State current parent command.

Visual Aids:

OUTLINE

Attention-getter:

I. Impetus

- A. Tense international situation
- B. Aviation enthusiasts viewpoint
- C. Need to organize civil aviation

II. Civil Defense affiliation

- A. Office of Civilian Defense (OCD) established
- B. CAP established under OCD - 1 December 1941

CLASS OUTLINE

History of Civil Air Patrol — 110 (continued)

III. Wartime activities

- A. Coastal Patrol
- B. Search and Rescue
- C. Cargo and courier
- D. Border patrol
- E. Target towing
- F. Mercy missions
- G. Pilot recruiting and training

IV. The War Department

- A. Transferred to Army Air Force - 29 April 1943
- B. Aviation cadet recruiting

V. Incorporation

- A. Public Law 476 - 1 July 1946
- B. United States Army Air Force (USAAF)
 - 1. Mission
 - 2. Support
- C. Early objectives (Ref CAPM 50-1, p 11)
 - 1. Promote aviation
 - 2. Ground and preflight training
 - 3. Air service under emergency conditions
 - 4. Establish radio network
 - 5. Encourage flying clubs
 - 6. Provide encampments
 - 7. Provide flight scholarships
 - 8. Encourage model airplane building and flying
 - 9. Assist veterans in finding employment
 - 10. Special projects

VI. USAF Auxiliary

- A. Public Law 557 — 26 May 1948
- B. USAF Parent Commands

CLASS OUTLINE

History of Civil Air Patrol — 110 (continued)

1. Headquarters Command
2. Continental Air Command
2. Air Training Command
4. Air Education and Training Command/Air University

VII. "Modern" history

- A. National Headquarters re-organized - 1995
 1. Cutback in Air Force personnel assigned
 2. CAP, Inc. hires full-time, paid staff
- B. "Missions for America" continue
 1. Mount St. Helens (WA) relief efforts - 1980
 2. Northridge (CA) Earthquake relief efforts - 1992
 3. Search for missing A-10 (CO) - 1996

VIII. Conclusion

CLASS OUTLINE

THE CAP MISSION

111

Instructor: Staff
Ref: CAPM 50-2

Lecture
15 minutes
Pre-req: 100

DESCRIPTION

Educational Goal:

To introduce and explain the missions of Civil Air Patrol and how this affects the individual cadet.

Objectives:

Each student will be able to:

- a. State the threefold mission of Civil Air Patrol.
- b. List programs that support each part of the mission, and give one specific example.

Visual Aids:

OUTLINE

Attention-getter:

I. Threefold mission

- A. Cadet Program - To motivate and provide the means for cadets to become dynamic Americans and aerospace leaders.
- B. Emergency Services - To provide search and rescue, disaster relief services and civil defense preparedness.
- C. Aerospace Education - To provide knowledge, skills, and attitudes leading to understanding of the total impact of air and space vehicles upon our society.

II. Cadet Program

- A. Leadership Laboratory
- B. Aerospace Education

CLASS OUTLINE

CAP Mission — 111 (continued)

- C. Moral Leadership
- D. Physical Fitness
- E. Activities Program
- III. Aerospace Education
 - A. Internal program - members
 - 1. Aerospace Education Program for Senior Members (AEPSM)
 - 2. Cadet Aerospace Education Program
 - B. External program - general public
 - 1. Aerospace Education workshops for professional educators
 - 2. Flying safety seminars for pilots
 - 3. Community presentations
- IV. Emergency Services
 - A. Search and Rescue
 - B. Disaster Relief
 - C. Civil Defense
 - D. Humanitarian missions
 - E. CAP-LOT
- V. Conclusion

CLASS OUTLINE

ORGANIZATION/USAF RELATIONSHIP

112

Instructor: Staff

Ref: CAPM 50-1, Ch 2

Lecture

45 minutes

Pre-req: 100

DESCRIPTION

Educational Goal:

To understand the organization of Civil Air Patrol and its relationship with the United States Air Force.

Objectives:

Each cadet should be able to:

- a. Describe the membership of the National Board and the National Executive Committee.
- b. Name the National, Region, Wing and Group Commanders.
- c. Define the boundaries of the 52 wings.
- d. List the three types of squadrons.
- e. List the wings in the Pacific Region.
- f. State location of Group Headquarters.

Visual Aids:

OUTLINE

Attention-getter:

- I. Governing bodies
 - A. National Board
 - B. National Executive Committee (NEC)
- II. National Headquarters
 - A. Staffed by USAF and paid CAP employees

CLASS OUTLINE

Organization/USAF Relationship — 112 (continued)

- B. National Commander
- C. Location
- III. Region
 - A. Eight geographic regions
 - B. Five - nine wings per region
 - C. Pacific Region
 - 1. Commander
 - 2. Headquarters location
 - 3. Wings in Pacific Region
- IV. Wing
 - A. 52 wings (50 states, National Capital, and Puerto Rico)
 - B. Composed of groups, squadrons, and flights
 - C. California Wing
 - 1. Commander
 - 2. Headquarters location
 - 3. Groups in California Wing (show map)
- V. Group
 - A. Subdivisions within larger wings (optional)
 - B. Composed of squadrons and flights
 - C. Group ____
 - 1. Commander
 - 2. Headquarters location
 - 3. Squadrons in Group
- VI. Squadron/flight
 - A. Basic operational unit of CAP
 - B. Types of squadrons
 - 1. Senior
 - 2. Cadet
 - 3. Composite

CLASS OUTLINE

Organization/USAF Relationship — 112 (continued)

- C. Flight
 - 1. New unit
 - 2. Probationary period 1 year
- D. Cadet structure
 - 1. Organization
 - 2. Positions
- VII. USAF Relationship
 - A. USAF Support to CAP
 - 1. Logistics - equipment
 - 2. Transportation - airlift
 - 3. Facilities
 - 4. Advise and training
 - B. National Headquarters
 - 1. Senior Air Force Advisor
 - 2. Headquarters Staff - 26
 - C. Liaison Officers and NCOs
 - 1. Full-time, paid employees of CAP
 - 2. Advise and oversight
 - a. Region
 - b. Wing
 - D. CAP - RAP (Reserve Assistance Program)
 - 1. Part-time, unpaid Air Force Reserve officers and NCOs
 - 2. Advise and assist
 - a. Region
 - b. Wing
 - c. Group
 - d. Squadron
 - E. Search and Rescue
 - 1. CAP flies 80-85% of Air Force-directed searches
 - 2. Air Force support
 - a. Financial reimbursement
 - b. Evaluation
 - c. Technical
- VIII. Conclusion

CLASS OUTLINE

CADET PROGRAM

120

Instructor: Staff
Ref: CAPR 52-16

Lecture
15 minutes
Pre-req: 100

DESCRIPTION

Educational Goal:

To outline the Cadet Program to include: Activities, Physical Fitness, Leadership Laboratory, Aerospace Education, and Moral Leadership.

Objectives:

Each student will be able to:

- a. State the purpose of the Civil Air Patrol cadet program.
- b. Name the Cadet Program's five phases.
- c. Give the name and number of the achievement in progress.
- d. List the five areas of the cadet program in Phase II.

Visual Aids:

OUTLINE

Attention-getter:

- I. Purpose
 - A. Provide the youth of our nation a quality program that enhances their leadership skills through an interest in aviation, and at the same time provide services to the United States Air Force and the local community
- II. Phases of the cadet program
 - A. The Motivation Phase
 1. General orientation and motivation
 - B. Phase I - The Learning Phase
 1. Achievement I - General J. F. Curry

CLASS OUTLINE

Cadet Program Introduction — 120 *(continued)*

2. Achievement 2 - General H. H. "Hap" Arnold
3. Achievement 3 - Wright Brothers

C. Phase II - The Leadership Phase

1. Achievement 4 - Captain Eddie Rickenbacker
2. Achievement 5 - Charles A. Lindbergh
3. Achievement 6 - General Jimmy Doolittle
4. Achievement 7 - Doctor Robert H. Goddard
5. Achievement 8 - Neil Armstrong

D. Phase III - The Command Phase

1. Achievement 9 - Flight Commander
2. Achievement 10 - Administration Officer
3. Achievement 11 - Public Affairs Officer

E. Phase IV - The Executive Phase

1. Leadership Officer
2. Aerospace Education Officer
3. Operations Officer
4. Logistics Officer
5. Cadet Commander

III. Subject areas

- A. Leadership Laboratory
- B. Aerospace Education
- C. Moral Leadership
- D. Physical Fitness
- E. Activities

V. Conclusion

CLASS OUTLINE

AEROSPACE EDUCATION 130

Instructor: Staff
Ref: Aerospace: The Flight of Discovery

Lecture
15 minutes
Pre-req: 120

DESCRIPTION

Educational Goal:

To understand the aerospace education requirements through which she/he must progress as a CAP cadet.

Objectives:

Each cadet will be able to:

- a. State the aerospace education requirements for each achievement in Phase II.
- b. State the chapter topics covered in the *Aerospace: The Flight of Discovery* text.
- c. Outline his/her chapter in progress stating subheadings. (This may be done open-book.)
- d. List two study methods.

Visual Aids:

OUTLINE

Attention-getter:

- I. Phase I and II AE requirements
 - A. Study one *Aerospace: The Flight of Discovery* chapter per achievement.
 - B. Take closed book test on each chapter
 - C. Take comprehensive examination for Mitchell Award
- II. Contents
 - A. Aircraft in Flight

CLASS OUTLINE

Aerospace Education — 130 (continued)

- B. Aircraft and Their Uses
- C. The Aerospace Environment
- D. Space Exploration
- E. Aerospace History
- F. Exploring the Aerospace Job Market
- III. Supplemented by aerospace activities
 - A. Orientation flights
 - B. Field trips
 - C. Projects
- IV. Study methods
 - A. Outlines
 - B. Review exercises
 - C. Practice quizzes (with a partner)
- V. Conclusion

CLASS OUTLINE

LEADERSHIP LABORATORY

140

Instructor: Staff

Ref: Leadership 2000, Vol. 1

Lecture

15 minutes

DESCRIPTION

Educational Goal:

To understand the Leadership Laboratory portion of the cadet program.

Objectives:

Each student will be able to:

- a. List the four components of the Leadership Laboratory.
- b. State the given definition of leadership.

Visual Aids:

OUTLINE

Attention-getter:

- I. Purpose - to develop leadership potential in cadets through training and practical experience
- II. Components of the Leadership Laboratory
 - A. Drill and Ceremonies
 1. Definition
 - a. Drill - The structured and orderly movement of a group of people from one place to another.
 - b. Ceremony - A formal set of acts performed as prescribed by ritual, custom, or etiquette.
 2. Purpose
 - a. Promotes teamwork
 - b. Teaches discipline
 - c. Develops confidence and poise
 - d. Creates esprit-de-corps

CLASS OUTLINE

Leadership Laboratory Introduction — 140 (continued)

- e. A set of skills where you can progress from the simple to the complex and start as a participant-follower and develop through the skill levels to be a participant-leader.
- B. Uniform
 - 1. Definition — Distinctive outfit identifying those who wear it as members of a specific group.
 - 2. Purpose - Promotes pride and identity with the group.
- C. Customs and courtesies
 - 1. Definition
 - a. Custom - A course of action repeated under like circumstances. A tradition.
 - b. Courtesy - An act of paying respect for others.
 - 2. Purpose - Develops pride and discipline in the group.
- D. Leadership
 - 1. Definition - The ability to guide or influence others so as to gain their willing cooperation in accomplishing a goal.
 - 2. Purpose - The basis for the cadet program.
- III. Stages of leadership
 - A. Participant - Follower
 - B. Participant - Leader
 - C. Participant - Planner - Supervisor
 - D. Participant - Adviser - Counselor
- IV. Conclusion

CLASS OUTLINE

DRILL AND CEREMONIES

141

Instructor: Staff

Ref: Drill and Ceremonies Manual

Lecture

45 minutes

DESCRIPTION

Educational Goal:

To understand the purpose and necessity for drill and ceremonies in Civil Air Patrol.

Objectives:

Each student will be able to:

- a. Give the definitions for drill and ceremonies.
- b. State three purposes for drill and ceremonies.
- c. Define the following drill terms:
 1. Alignment
 2. Dress
 3. Cover
 4. Interval
 5. Distance
 6. Base
 7. Rank
 8. File

Visual Aids:

OUTLINE

Attention-getter:

I. Definitions

- A. Drill - The structured and orderly movement of a group of people from one place to another.

CLASS OUTLINE

Drill and Ceremonies — 141 (continued)

- B. Ceremonies - Formal acts performed as prescribed by custom or etiquette.

II. Purpose of Drill

- A. Esprit-de-Corps
- B. Teamwork
- C. Discipline
- D. Function (movement from one place to another)

III. Purpose of Ceremonies

- A. Promote teamwork and pride
- B. Display proficiency and state of training
- C. Accord honors to national symbols or individuals

IV. Types of Ceremonies

- A. Reveille
 - 1. Start of duty day
 - 2. May include raising flag
- B. Retreat
 - 1. End of duty day
 - 2. Ceremony to pay respect to flag
- C. Review
 - 1. Purpose
 - a. To inspect proficiency
 - b. To allow a higher command or dignitary to observe state of training
 - 2. Typical components
 - a. Formation
 - b. Inspection
 - c. March in review
- D. Parade - Review with honors
- E. Change of Command

Drill and Ceremonies — 141 (continued)

CLASS OUTLINE

V. Drill Terms

A. Alignment

B. Dress

C. Cover

D. Interval

E. Distance

F. Base

G. Rank

H. File

VI. Conclusion

CLASS OUTLINE

DRILL LAB I 142

Instructor: Flight Staff
Ref: Drill and Ceremonies Manual

Activity I hr
Pre-req: 141

DESCRIPTION

Educational Goal:

To develop proficiency in static (in-place) drill positions and movements.

Objectives:

Each student will be able to:

- a. Demonstrate the proper execution of:
 1. Attention
 2. Parade Rest
 3. At Ease
 4. Rest
 5. Fall In
 6. Fall Out
 7. Dress Right, Dress
 8. Ready Front
 9. Cover
 10. Open Ranks, March
 11. Close Ranks, March
 12. Present Arms
 13. Order Arms
 14. Hand Salute
 15. Eyes Right
 16. Left Face
 17. Right Face
 18. About Face
- b. Demonstrate the proper methods for falling in and falling out of a flight.
- c. Explain how a flight is "sized".

CLASS OUTLINE

Drill Lab I — 142 (continued)

- d. Demonstrate “By the Numbers”.
- e. Demonstrate the execution of the commands used in the inspection of a flight.

A note to instructors:

During this introductory period, you will initially deal with cadets starting with various skill levels and experience in drill. For some cadets, this laboratory will be mostly new information; for others it will be review. The first portion of this laboratory should concentrate on bringing all cadets in the flight to a common level of performance. Master the basic in-place movements and refine skills. *Do not* proceed to the objectives of Drill Lab II - 143.

OUTLINE

- I. Static (in-place) movements
 - A. Fall In
 - B. Attention
 - C. Rest positions
 - 1. Parade Rest
 - 2. At Ease
 - 3. Rest
 - 4. Fall Out
 - D. Facing movements
 - 1. Right Face
 - 2. Left Face
 - 3. About Face
 - E. Present Arms/Order Arms
 - F. Hand Salute
 - G. Eyes Right
 - H. Dress Right Dress
- II. Sizing the flight
- III. Reporting to a formed flight
- IV. Individuals to leave ranks
- V. Inspection preparation
 - A. Open Ranks

CLASS OUTLINE

Drill Lab I — 142 (continued)

- B. Alignment
- C. Element leaders
- D. Close Ranks
- VI. By the Numbers

CLASS OUTLINE

DRILL LAB II

143

Instructor: Flight Staff

Ref: Drill and Ceremonies Manual

Activity

1 hr 30 min

DESCRIPTION

Educational Goal:

To develop an understanding and proficiency of dynamic drill maneuvers, and to increase understanding and proficiency at proper conduct of marching.

Objectives:

Each student will be able to:

- a. Demonstrate quick time, half step and mark time.
- b. Demonstrate column movements, flanking movements and marching to the rear.
- c. Explain a method of maintaining alignment while marching.
- d. Demonstrate change step.
- e. Demonstrate open and close march.

OUTLINE

- I. Forward March
 - A. Command
 - B. Step off
 - C. Cadence
 - D. Pace
 - E. Arm swing
- II. Quick time
 - A. Command
 - B. Cadence

CLASS OUTLINE

Drill Lab II — 143 (continued)

- C. Pace
- D. Arm swing
- III Half step
 - A. Command
 - B. Cadence
 - C. Pace
 - D. Arm swing
 - E. Commands given at half step
- IV. Mark Time
 - A. Command
 - B. At quick time
 - C. At a halt
 - D. Cadence
 - E. Arm swing
 - F. Commands given at mark time
- V. Right/Left step
 - A. Command
 - B. Cadence
 - C. Pace
 - D. Commands given at right/left step
- VI. Change Step
- VI. Flanking movements
 - A. Right Flank
 - B. Left Flank
- VIII. Marching to the rear

CLASS OUTLINE

Drill Lab II — 143 *(continued)*

- IX. Column movements
 - A. Column Right
 - B. Column Left
- X. Partial changes in direction
 - A. Column Half-Right/Left
 - B. Incline
- XI. Open/Close March
- XII. Form a single file
- XII. Face in marching from a halt
- XIII. Marching other than at attention
 - A. At ease
 - B. Route Step

CLASS OUTLINE

DRILL LAB III

144

Instructor: Flight Staff

Ref: Drill and Ceremonies Manual

Activity

I hour

Pre-req: 143

DESCRIPTION

Educational Goal:

To increase understanding and proficiency in specific areas of the Drill and Ceremonies curriculum in which a cadet needs improvement, or requests additional help.

Objectives:

Each student will be able to:

- a. Point out the areas where he/she is having problems, and explain possible methods of correction.
- b. Demonstrate possible methods of practice in areas needing improvement.
- c. Discuss plan for improvement.

NOTE: This laboratory will be conducted by the flight staff. Divide the flight into smaller groups to work on specific areas. Flight commander, flight sergeant and element leaders can instruct the individual groups.

This laboratory is designed to assist students who need extra work or supervision. Emphasis should be on individual help, and outlining a program to correct individual difficulties.

CLASS OUTLINE

CUSTOMS AND COURTESIES

145

Instructor: Staff
Ref: Leadership 2000, Vol. 1

Lecture
45 minutes
Pre-req: 140

DESCRIPTION

Educational Goal:

To understand and appreciate the customs and courtesies in Civil Air Patrol, and to understand their importance to the cadet training mission.

Objectives:

Each student will be able to:

- a. Define courtesy and custom and illustrate the difference.
- b. Distinguish between grade and rank.
- c. State an appropriate greeting to be used when passing an officer on the street.
- d. Report properly, indoors and outdoors.
- e. Describe the procedures for rendering courtesy to the National Anthem under the following circumstances: indoors vs. outdoors, in vs. out of uniform, in vs. out of formation.

Visual Aids:

OUTLINE

Attention-getter:

- I. Definitions
 - A. Courtesy:
 - B. Customs:
- II. General Courtesies
 - A. Use of titles

CLASS OUTLINE

Customs & Courtesies — 145 (continued)

1. Doctors, nurses, chaplains, and dentists
 2. Airmen
 3. Officers
 4. “Sir”, “Ma’ am”, or “Sergeant”
 5. Full titles used in correspondence
 6. Titles may be shortened in conversation
- B. Rank and Grade
1. Grade is a title (sergeant, cadet, colonel)
 2. Rank is seniority within grade
- C. Honors to individuals
1. Salute officers and flight officers
 - a. CAP - both senior and cadet
 - b. US armed forces
 - c. Friendly foreign nations
 2. Junior salutes senior
 4. Salutes are rendered outdoors or indoors when reporting
 5. Verbal greeting with salute
 5. Do not salute in formation
- D. Greetings
1. Passing an officer
 2. Officer enters a room not engaged in a class
- E. Entering Vehicles and Aircraft
1. Junior in grade (or rank) enters a vehicle first, and the senior exits first
 2. Senior in grade (or rank) enters and leaves an aircraft first
- F. Colors and National Anthem
1. Outdoors
 - a. In uniform
 - b. Out of uniform
 - c. Flag present
 - d. Flag not present
 - e. In formation
 2. Indoors
 - a. In uniform
 - b. Out of uniform
 - c. Flag present
 - d. Flag not present
 3. In vehicles
- G. Reporting Procedures
1. Knock once

CLASS OUTLINE

Customs & Courtesies — 145 (continued)

2. Enter upon invitation
3. Take most direct route to the officer or desk
4. Halt two paces from the officer
5. Salute
6. Report in a military manner: "Sir/Ma'am, Cadet _____ reporting as ordered." (Omit "As ordered" when reporting on your own initiative)
7. Hold the salute until officer returns the salute
8. Stand at attention unless invited to do otherwise
9. When conversation is completed or dismissed by the officer, come to attention and salute
10. When the salute is returned, smartly drop the salute
11. Execute the appropriate facing movement
12. Depart by the most direct route

III. Conclusion

CLASS OUTLINE

THE UNIFORM I

146

Instructor: Staff

Ref: CAPM 39-1; Leadership 2000, Vol. 1

Lecture

30 minutes

Pre-req: 140

DESCRIPTION

Educational Goal:

To understand the origin and purpose of the CAP uniform, and its proper wear.

Objectives:

Each student will be able to:

- a. Describe the differences between the USAF and CAP uniforms.
- b. Describe the obligations and responsibilities assumed when wearing the uniform.
- c. List five situations when wear of the CAP uniform is not appropriate
- d. Discuss where uniform can be obtained and the approximate cost.

Visual Aids:

OUTLINE

Attention-getter:

- I. History
 - A. Origin
 - B. Current uniform
- II. CAP vs. USAF uniform
 - A. Headgear insignia
 - B. Distinctive CAP insignia
 - C. Grade insignia

CLASS OUTLINE

The Uniform I — 146 (continued)

- D. Wing patch
- E. Nameplate
- F. Ribbons, Special Badges, and devices
- III. Grade insignia
 - A. Senior Officer
 - B. Senior member NCO
 - C. Cadet Officer
 - D. Cadet NCO and enlisted
- IV. Obligations and Responsibilities
 - A. Responsibilities
 - B. When to wear the uniform
 - 1. CAP meetings
 - 2. Public appearances as a part of a CAP group
 - 3. CAP operational missions
 - 4. Official government functions as a CAP representative
 - 5. Visiting military installations
 - 6. Flying in military aircraft
 - C. When *not* to wear the uniform
 - 1. Environment which would discredit CAP or its members
 - 2. Political activities
 - 3. Paid employment not connected with CAP
 - 4. Menial labor
 - 5. Participating in sports events
 - 6. Social functions having no relation to CAP
- V. Purchasing a uniform
 - A. Army/Air Force Military Clothing Store
 - B. CAP Bookstore
 - C. The Hockshop
 - D. Other
- VI. Conclusion

CLASS OUTLINE

THE UNIFORM II

147

Instructor: Staff
Ref: CAPM 39-1

Seminar
60 minutes
Pre-req: 146

DESCRIPTION

Educational Goal:

To understand proper methods of wear of the Service Dress and Battle Dress Uniforms.

Objectives:

Each student will be able to:

- a. Describe the service uniform and outline proper occasions for its wear.
- b. Discuss proper care of the service uniform.
- c. Describe the insignia appropriate to the service uniform and demonstrate its proper placement on the uniform.
- d. Describe the BDU uniform and outline proper occasions for its wear.
- e. Discuss proper care of the BDU uniform.
- f. Describe the insignia appropriate to the BDU uniform and demonstrate its proper placement on the uniform.

Visual Aids:

OUTLINE

Attention-getter:

I. Grooming Standards

A. Male

1. Hair
2. Moustache
3. Sideburns
4. Jewelry
5. Overall appearance

CLASS OUTLINE

The Uniform II — 147 (continued)

- B. Female
 - 1. Hair
 - 2. Cosmetics
 - 3. Jewelry
 - 4. Overall appearance
- II. Battle Dress Uniform
 - A. Cover
 - B. BDU jacket
 - C. BDU trousers
 - D. Belt
 - 1. Color - dark blue
 - 2. Buckle - black
 - 3. Wrap direction to match uniform buttons
 - E. T-shirts - Crew neck, black or brown
 - F. Socks
 - G. Blousing bands
 - H. Insignia, patches
 - I. Boots
 - 1. All leather
 - 2. Highly polished
- III. Blue Service Uniform
 - A. Cover
 - 1. Flight Cap (Male and Female)
 - 2. Remove indoors
 - B. Shirt
 - 1. Shade
 - 2. Long/short sleeve
 - C. Trousers, skirt or slacks
 - 1. Shade
 - 2. Length
 - D. T-shirts - white V-neck

CLASS OUTLINE

The Uniform II — 147 (continued)

- E. Belt
 - 1. Color - dark blue
 - 2. Buckle — chrome finish
- F. Socks/Nylons
- G. Shoes
 - 1. Leather preferred
 - 2. Highly polished
 - 3. Females - Pumps vs. oxfords
- H. Insignia, awards and patches
 - 1. Cover
 - 2. Collar
 - 3. Epaulets
 - 4. Ribbons
 - 5. Badges
 - 6. Patches
- I. Outer-garments
 - 1. Athletic jacket - note restrictions
 - 2. Pullover sweater
 - 3. Insignia, patches
- IV. Tips for uniform wear
 - A. Cardboard behind insignia
 - B. Starch/sizing/fabric finish
 - C. Shirt garters
 - D. Other
- V. Conclusion

CLASS OUTLINE

UNIFORM LAB

148

Instructor: Flight Staff
Ref: CAPM 39-1

Seminar
30 minutes
Pre-req: 147

DESCRIPTION

Educational Goal:

To increase the understanding of the proper methods of wear of the Service Dress and Battle Dress Uniforms.

Objectives:

Each student will be able to:

- a. Demonstrate a method for shining shoes.
- b. Demonstrate proper placement of insignia.
- c. Demonstrate proper ironing of a uniform.

Instructors note: This period is intended to be a hands-on session where each cadet should work on his own uniform with supervision. Cadet flight staff will demonstrate proper care methods, i.e., washing, ironing, shining shoes, followed by time for individual assistance.

Visual Aids:

OUTLINE

Attention-getter:

- I. Care of the uniform
 - A. Washing the uniform
 - B. Ironing the uniform
 - C. Storing the uniform
 - D. Shining shoes and boots

CLASS OUTLINE

Uniform Lab — 148 (continued)

II. Wearing the uniform

A. Blousing trousers

B. Rolling sleeves

C. Gig line

D. Insignia

E. Cover

F. Jackets

III. Conclusion

CLASS OUTLINE

CADET PHYSICAL FITNESS PROGRAM

150

Instructor: First Sergeant
Ref: CAPM 50-18

Lecture
20 minutes
Pre-req: 120

DESCRIPTION

Educational Goal:

To understand the CAP physical fitness program, its objectives and benefits.

Objectives:

Each student will be able to:

- a. Describe the individual benefits of a physical fitness program.
- b. Identify the criteria for point values in the physical fitness program.
- c. Discuss warm up, tolerance, cool down, timing and consistency with respect to a physical fitness program.
- d. List the physical fitness requirements for each achievement in Phases I and II.

OUTLINE

Attention-getter:

I. Purpose

- A. Physically fit cadets essential to CAP
- B. More likely to have enjoyable, productive lives
- C. Part of total fitness
 1. Weight control
 2. Diet and nutrition
 3. Avoid substance abuse and tobacco use
- D. One of four factors in Cadet Program
 1. None are optional
 2. None can be ignored
 3. None can be arbitrarily waived without documentation

CLASS OUTLINE

Cadet Physical Fitness Program — 150 (continued)

II. Components of fitness

- A. Cardio-respiratory endurance
- B. Muscular strength
- C. Muscular endurance
- D. Flexibility
- E. Body composition

III. Principles of a good exercise program

- A. Regularity
- B. Progression

IV. Physical fitness categories

A. Category I - Unrestricted

B. Category II - Temporary restriction

- 1. Temporarily excused from CPFT, *except*
 - a. Mitchell
 - b. Earheart
 - c. Eaker
 - d. Spaatz
- 2. Normally not to exceed six months without re-evaluation
- 3. Examples: broken bones, obesity, illness
- 4. Determined by squadron commander

C. Category III - Extended restriction

- 1. Permanently excused from CPFT
- 2. Can participate in all other factors in Cadet Program
- 3. Can progress through all achievements
- 4. Attach physicians note and commander's endorsement to CAP Form 59

D. Phases of physical conditioning

- 1. Preparatory
- 2. Conditioning
- 3. Maintenance

V. Physical Fitness program

- A. At least once a month a squadron meetings
- B. Safety

CLASS OUTLINE

Cadet Physical Fitness Program — 150 (continued)

- C. Testing
- D. Required equipment
- E. Suggested sequence
 1. Mile run (or swim alternative)
 2. Sit and reach
 3. Sit up
 4. Cool down
- VI. Conclusion

CLASS OUTLINE

GROUP PHYSICAL TRAINING

151

Instructor: First Sergeant
Ref:

Activity
40 minutes
Pre-req: None

DESCRIPTION

Educational Goals:

This activity will increase the students morale, team spirit, and group and self discipline. It also builds an awareness of the need for physical conditioning.

Objectives:

Each cadet should be able to:

- a. Complete a series of five basic physical exercises in formation.
- b. Perform the drill movement "Double Time" properly.
- c. Perform the necessary spacing movements in formation for Physical Training (PT).

OUTLINE

- I. Spacing commands
 - A. Open ranks
 - B. Extend to the left
 - C. Second and Fourth Elements one step to left
- II. Exercises
 - A. Running (Double Time)
 - B. Push-ups
 - C. Jumping-jacks
- III. Reforming commands
 - A. Close ranks
 - B. Dress Right

CLASS OUTLINE

ACTIVITY PROGRAM

160

Instructor: Staff
Ref: CAPR 52-16

Lecture
15 minutes
Pre-req: 120

DESCRIPTION

Educational Goal:

To understand the various requirements, activities, and opportunities that compose the cadet activity program.

Objectives

Each student will be able to:

- a. Explain the purpose of activities in CAP.
- b. List at least five different cadet activities.
- c. State the participation requirements for achievements in Phases I and II.

Visual Aids:

OUTLINE

Attention-getter

- I. Purpose of activities
 - A. Laboratory environment
 - B. Experience
 - C. Learning
 - D. Training
 - E. Contribute to knowledge
 - F. Support the other areas of the cadet program

CLASS OUTLINE

Activity Program — 160 (continued)

II. Types of activities

A. Squadron activities

B. Wing activities

C. National activities

III. Requirements for activities

A. Grooming and dress standards

B. Special requirements for Wing/National activities

IV. Participation

A. Must participate actively in squadron activities

B. Must attend encampment for completion of Phase II

V. Conclusion

CLASS OUTLINE

SQUADRON ACTIVITIES

161

Instructor: Staff
Ref: CAPR 52-16

Lecture
15 minutes
Pre-req: 160

DESCRIPTION

Educational Goal:

To understand the opportunities available to a cadet at squadron level activities.

Objectives

Each student will be able to:

- A. State at least three squadron activities.

Visual Aids:

OUTLINE

Attention-getter:

- I. Activities
 - A. Drill team/Color Guard
 - B. Orientation flights
 - C. Emergency Services training
 - D. Model rocketry
 - E. First Aid training
 - F. Survival techniques
 - G. Visits to aviation-related facilities
 - H. Fun
 - I. Other

CLASS OUTLINE

EMERGENCY SERVICES

162

Instructor: Staff
Ref: CAPR 55-1

Lecture
30 minutes
Pre-req: 161

DESCRIPTION

Educational Goal:

To understand the Emergency Services program and its various missions and opportunities.

Objectives:

Each student will be able to:

- a. State the four types of Emergency Services missions and explain the differences between them.
- b. Explain the functions of mission personnel and how they relate to the mission.
- c. State the requirements necessary for him/her to receive an ES rating.

Visual Aids:

OUTLINE

Attention-getter:

- I. Emergency Services missions
 - A. Search and Rescue (SAR)
 1. USAF responsible for coordinating SAR within Continental US
 2. CAP flies 80-85% of all USAF-directed missions
 - B. Disaster Relief
 - C. Civil Defense
 - D. Humanitarian missions
- II. Qualifications

CLASS OUTLINE

Emergency Services — 162 (continued)

- A. Current CAP member
 - B. Complete Emergency Services Questionnaire - Part 1 (CAPF 116)
 - C. Complete classroom instruction
 - 1. CAP Emergency Services operations
 - 2. State and local laws and regulations
 - 3. CAP operational regulations, procedures and associated forms
- III. Cadet ES Ratings
- A. General Trainee
 - 1. Administration
 - 2. Flight Line Helper
 - 3. Radio Operator
 - B. Administration
 - C. Briefing/Debriefing
 - D. Radio Operator
 - E. Ground Team Member
 - F. Scanner
 - G. Observer
 - H. Flight Line Attendant
- IV. Conclusion

CLASS OUTLINE

WING ACTIVITIES

163

Instructor: Staff

Ref: CAWGM 11-1; CAPP 66

Lecture

30 minutes

Pre-req: 161

DESCRIPTION

Educational Goal:

To understand the wing activities available, with particular emphasis on the educational benefits derived from participation.

Objectives:

Each student will be able to:

- a. List the components of the Integrated Leadership Program.
- b. Describe Encampment in general terms
- c. List the parts of a cadet competition.

Visual Aids:

OUTLINE

Attention-getter:

- I. Integrated Leadership Program
 - A. Basic Cadet School (BCS)
 1. Weekend school conducted at Group level
 2. Introduction to CAP
 - B. Noncommissioned Officer School (NCOS)
 1. Weekend school
 2. Two to three times during year in North and South
 3. Curriculum
 - a. Drill and ceremonies
 - b. Instructional methods
 4. Requirements

CLASS OUTLINE

Wing Activities — 163 (continued)

- a. 2-6 Achievements
 - b. BCS recommended
 - c. Encampment recommended
 - C. Cadet Officer Basic Course (COBC)
 - 1. Five to seven days
 - 2. Spring Vacation
 - 3. Curriculum
 - a. Leadership
 - b. Management
 - c. Communications
 - 4. Requirements
 - a. 4 Achievements
 - b. NCOS strongly recommended
 - c. Encampment strongly recommended
 - D. Advanced Cadet Staff Seminar (ACSS)
 - 1. Scheduled as need arises
 - 2. Problem solving session for advanced cadets
- II. Encampment
- A. Curriculum - See CAPR 52-16
 - B. Requirement for Billy Mitchell Award
- III. Cadet Competition
- A. Team - Areas of competition
 - 1. Physical fitness
 - a. Volleyball
 - b. Mile run
 - 2. Cadet Bowl
 - a. Written exam
 - b. Panel quiz
 - 3. Drill competition
 - a. Inspection
 - b. Standard drill
 - c. Innovative drill
 - B. Color Guard Competition
 - 1. Physical fitness - mile run
 - 2. Written exam
 - 3. Drill
 - a. Inspection
 - b. Standard drill

CLASS OUTLINE

Wing Activities — 163 (continued)

- C. Requirements
 - 1. Drill Team - 16 cadets
 - 2. Color Guard
 - a. 2 cadet NCO's
 - b. 2 cadets below grade of C/SSgt
- IV. Moffett Airfield Air Show
 - A. Cadet participation
 - 1. Crowd control
 - 2. Aircraft security
 - 3. See antique aircraft
- V. Cadet Programs Conference
 - A. Forum for cadets throughout the wing to interact and exchange ideas
 - B. Present activities and new programs for upcoming year
 - C. 2 - 3 days long, Presidents Day Weekend
 - D. Includes seminars on Wing activities, Cadet Advisory Council, NCO and Officer training, and unit activities
- VI. Conclusion

CLASS OUTLINE

NATIONAL SPECIAL ACTIVITIES

164

Instructor: Staff
Ref: CAPR 52-16; CAP News

Lecture
30 minutes
Pre-req: 170

DESCRIPTION

Educational Goal:

To understand the national special activities, with particular emphasis on the educational benefits derived from participation.

Objectives:

Each student will be able to:

- a. List three National Cadet Special Activities, including a description for each.
- b. Describe the application and selection procedure for National Special Activities.
- c. State the qualifications for PJOC and ATCFC.

Visual Aids:

OUTLINE

Attention-getter:

- I. International Air Cadet Exchange (IACE)
 - A. Promote international goodwill
 - B. Exchange with similar organizations in Canada, Europe, Middle and Far East
 - C. Two to three weeks in host country
 - D. Transportation, food and lodging provided
- II. Cadet Officer School (COS)
 - A. Increase effectiveness of Cadet Officers

CLASS OUTLINE

National Special Activities — 164 *(continued)*

- B. Broaden leadership and management experience
 - C. Curriculum includes psychology of leadership, problem solving techniques, public speaking, physical training and field exercises
 - D. Ten days at Maxwell AFB, AL
- III. Air Education and Training Command Familiarization Course (AETCFC)
- A. Stimulate interest in USAF as career
 - B. Curriculum includes operation of a training wing, visits to control tower, air search and rescue orientation, possibility of orientation rides
 - C. One week at AETC Undergraduate Pilot Training bases
- IV. Air Force Space Command Familiarization Courses (AFSCFC)
- A. Stimulate interest in USAF as a career
 - B. Curriculum includes in-depth look at Air Force space programs, orientation to NORAD or KSC, flight simulator training, and possibility of orientation flights
- V. Pararescue Orientation Course (PJOC) and Advanced PJOC
- A. Curriculum includes orienteering, survival training, rappelling, and rescue techniques
 - B. One week at USAF Pararescue School, Kirkland AFB, New Mexico
- VI. National Flight Academy - Glider Track
- A. Provide ground and flight instruction in sailplane
 - B. Curriculum includes both ground and flight instruction in sailplanes
 - C. One week course at one of several locations (New Mexico, Colorado, Hawaii, Georgia, Connecticut)
- VII. Christian Leadership Conference
- A. Conference is designed to promote spiritual growth, personal development and team building
 - B. One week conference at various locations
- VIII. Conclusion

CLASS OUTLINE

MORAL LEADERSHIP 170

Instructor: Staff
Ref: CAPR 52-16; CAPP 265 series

Lecture
15 minutes
Pre-req: 120

DESCRIPTION

Educational Goals:

This course is designed to acquaint the student with the Moral Leadership program within Civil Air Patrol.

Objectives:

Each student will be able to:

- a. State the difference between "Moral Leadership" and religion.
- b. State the purpose for this training as a Civil Air Patrol Cadet.
- c. State requirements for participation in moral leadership discussions (50% attendance).

Visual Aids:

OUTLINE

Attention-getter:

I. Purpose

- A. Allow cadets to examine their own moral standards and values in the framework of a general peer discussion

II. Format

- A. Conducted once each month by chaplain
- B. Open discussion guided by cadet discussion leader
- C. Cadet recorder documents the discussion

CLASS OUTLINE

Moral Leadership — 170 (continued)

- D. Guidance for conducting moral leadership seminars is found in CAPP 265 series, *Values for Living*

III. Topics for discussion

- A. Current issues for cadets in moral standards and values
- B. Does not promote any religious belief, political doctrine, or sociological philosophy

IV. Requirements

- A. Cadet must attend and participate in at least one Moral Leadership discussion for each achievement
- B. Phase II and III cadets act as recorders
- C. Phase IV cadets serve as discussion leaders

V. Conclusion

CLASS OUTLINE

ATTITUDE AND DISCIPLINE

171

Instructor: Staff
Ref: Leadership 2000, Vol. 1

Lecture
145 minutes
Pre-req: 140-190

DESCRIPTION

Educational Goals:

This course is designed to increase understanding of the importance of attitude and discipline to the mission.

Objectives:

Each student will be able to:

- a. Describe the characteristics of attitude, and their manifestations.
- b. Describe characteristics of a positive attitude and explain why they are desirable.
- c. Define discipline and describe both self and group discipline.
- d. Discuss ways of determining the level of discipline in an organization.
- e. Discuss positive ways of contributing to group attitude and discipline.
- f. Discuss group attitude in terms of morale and esprit de corps.

Visual Aids:

OUTLINE

Attention-getter:

- I. Attitude
 - A. Definition
 - B. Types of attitudes
 - C. Reflections of attitudes
 1. Personal appearance
 2. Bearing and uniform appearance

CLASS OUTLINE

Attitude and Discipline — 171 (continued)

3. Voice tone
 4. Facial expressions
 5. Body language
 - D. Common traits
 1. Contagious
 2. Cannot be ignored
 3. Results can be measured
 - E. Development of a positive attitude
 - F. Required to accomplish mission effectively
- II. Discipline
- A. Definitions
 1. Dictionary
 2. Leadership 2000, Vol. 1
 3. Military discipline
 - B. Self-discipline
 - C. Group discipline
 - D. Teaching discipline in CAP
- III. Conclusion

CLASS OUTLINE

CADET PROTECTION PROGRAM

172

Instructor: Staff
Ref: CAPP 50-6; CAPR 52-16

Seminar
60 minutes
Pre-req: 171

DESCRIPTION

Educational Goal:

To understand the workings and importance of the Cadet Protection Program to the individual cadet.

Objectives:

Each student will be able to:

- a. State the purposes of the Cadet Protection Program.
- b. Discuss the application of the Cadet Protection Program in terms of his/her cadet experience.
- c. Explain the importance of the Cadet Protection Program in terms of training experience, and in terms of personal integrity.

Visual Aids:

OUTLINE

Attention-getter:

- I. Reasonable expectations
 - A. Safe environment
 - B. Reasonable comfort and welfare
 - C. Drug free
 - D. Free from
 1. Discrimination
 2. Harassment

CLASS OUTLINE

Cadet Protection Program — 172 (continued)

3. Sexual abuse
 4. Physical abuse
 5. Emotional abuse
 - E. Don't have to "take it"...*just say no*
- II. Purpose of Cadet Protection Program
- A. Protect cadets - minors in our care
 - B. Protect senior members and older cadet NCOs and officers
 - C. Protect CAP, Inc.
- III. Components
- A. Background screening
 1. All Senior Members
 2. All Cadet Sponsor Members (CSM)
 - B. Report abuse to
 1. Trusted Senior Member or other adult
 2. Squadron commander
 3. Next higher commander
 4. National Headquarters - Corporate Legal Counsel
- IV. CAP Policy
- A. Commanders should:
 1. Exercise good judgement and discretion when selecting senior members, cadets and other persons to conduct/supervise cadet activities
 2. Encourage members to report any observed or alleged abuse
 3. When cadet abuse is alleged
 - a. Suspend the member from working with cadets
 - b. Immediately notify HQ
 - c. Take appropriate actions IAW CAPR 52-16
 4. Insure at least two senior members or CSM are present at all activities
 - a. Especially overnight activities
 - b. At least one female senior member when female cadets are present
 - c. Reasonable exceptions - chaplain counseling and orientation flights
 5. Conduct periodic orientation of senior members working with cadets
 6. Insure cadets are informed of policies
 - B. Sexual abuse
 1. Not subject cadets to
 - a. Molestation
 - b. Touching or contact

CLASS OUTLINE

Cadet Protection Program — 172 (continued)

- c. Remarks, jokes, or stories of a sexual nature
 - d. Any sexual material
- C. Physical abuse
 - 1. Cadets will not be struck, hit, hazed or assaulted in any way
- D. Procedures
 - 1. Complete fingerprint card
 - 2. Complete FBI background check
 - a. No felony convictions
 - b. No convictions on abuse or child-related
 - 3. Review and approval by HEDCAP
 - 4. Appeal process
- E. Required training
- F. Orientation/familiarization
 - 1. Cadets
 - 2. Parents
- G. Reporting abuse
 - 1. Who can report abuse
 - a. All members, cadet and senior
 - b. Parents and guardians
 - c. Anyone
- H. Hazing
 - 1. Definition: any conduct whereby someone causes another to "suffer or to be exposed to any activity which is cruel, abusive, humiliating, oppressive, demeaning, or harmful"
 - 2. Physical training
 - a. CPFT is progressive
 - b. Must be appropriate to cadets' age and experience
 - c. Mal-training is prohibited
 - d. Discipline for the purpose of punishment is prohibited
- I. Emotional abuse
 - 1. Intimidation
 - 2. Humiliation
 - 3. Inappropriate language
- J. Drugs and alcohol
 - 1. Zero tolerance
 - 2. Policy statement: CAPR 52-16
- V. Conclusion

CLASS OUTLINE

CIVIL AIR PATROL CORE VALUES

173

Instructor: Staff
Ref:

Seminar
60 minutes
Pre-req: 190

DESCRIPTION

Educational Goal:

To understand the workings and importance of Civil Air Patrol Core Values to the individual cadet.

Objectives:

Each student will be able to:

- a. State the seven Core Values.
- b. Discuss the application of the Core Values in terms of his cadet experience.
- c. Explain the importance of the Core Values in terms of training experience, and in terms of personal integrity.

Visual Aids:

OUTLINE

Attention-getter:

I. Introduction

- A. Definition: the Code of Conduct CAP members are expected to follow in all that we do
- B. Why Core Values?
 1. CAP is part of Air Force family - share many common values
 2. Price of admission
 3. Provide standard through-out CAP
 4. Bind us together
 5. Inspire each member to do his/her best at all times

CLASS OUTLINE

CAP Core Values — 173 (continued)

II. Core Values

A. Integrity First

1. The willingness to do what is right...even when no one is around
2. "Let your conscience be your guide"
3. Includes
 - a. Courage
 - b. Honesty
 - c. Responsibility
 - d. Accountability
 - e. Openess
 - f. Self-respect
 - g. Humility

B. Service Before Self

1. Professional duties take precedence over personal desires
2. Group goals are more important than individual goals

C. Excellence in All We Do

1. Personal excellence
2. Strive for improvement

D. Respect for Others

1. "Do unto others..."
2. Military courtesy equals mutual respect
3. No discrimination

E. Trust

1. Be honest in our dealings with each other

F. Volunteerism

1. Spirit of helping neighbors...

G. Dependability

1. Make every effort to honor your word
2. Gentleman - "a man of his word"

H. Fun

1. Enjoy the time we spend accomplishing the missions of CAP
2. When CAP stops being fun...*stop!*

III. Conclusion

CLASS OUTLINE

CADET HONOR CODE

174

Instructor: Staff
Ref:

Seminar
60 minutes
Pre-req:

DESCRIPTION

Educational Goal:

To understand the workings and importance of the Cadet Honor Code to the individual cadet.

Objectives:

Each student will be able to:

- a. State the Cadet Honor Code.
- b. Discuss the application of the Cadet Honor Code in terms of his cadet experience.
- c. Explain the importance of the Cadet Honor Code in terms of training experience, and in terms of personal integrity.

Instructors note: This course is designed as an introduction to the Cadet Honor Code for the cadet who has not operated under it before. Emphasis is placed on personal integrity and impartial application of the Code.

Visual Aids: *Star Trek - New Generation videotape*

OUTLINE

Attention-getter:

I. The Cadet Honor Code

On my honor as a Civil Air Patrol Cadet of California Wing, I will not lie, cheat, steal, or commit any act of intentional dishonesty or tolerate those who do.

Recommendation: Have cadets stand while repeating the Cadet Honor Code.

II. Intent

CLASS OUTLINE

Cadet Honor Code — 174 (continued)

III. Definitions

- A. Lying — Making a statement which is intended to deceive or mislead.
- B. Cheating — Giving or receiving unauthorized assistance
- .C. Stealing — The acquisition of property of another without specific authority.
- D. Intentional dishonesty --- A deliberate untruthful act or statement.
- E. Tolerating --- Allow withouth prohibiting or opposing

IV. Implementation

V. Conclusion

CLASS OUTLINE

CADET RESPONSIBILITIES

199

Instructor: Cadet Commander

Ref:

Lecture

30 minutes

Pre-req: All

DESCRIPTION

Educational Goal:

To increase understanding of the cadets position within, obligations to, and privileges of the CAP Cadet Program.

Objectives:

Each cadet will be able to:

- a. Identify the status of a "cadet" within the organization, and be able to discuss cadet as a historical position.
- b. Discuss the commitment he/she has to the organization, and the commitment it has to him.
- c. Discuss the significance of the cadet oath, and re-affirm his/her commitment to it.
- d. Discuss the rights, privileges, and responsibilities he/she has to the U. S. Air Force.
- e. Discuss his/her relationship as a cadet with Civil Air Patrol senior members.
- f. Discuss the responsibilities of cadet membership in CAP to himself/herself, to other cadets, and to the organization.

Visual Aids:

OUTLINE

Attention-getter:

- I. Cadet
 - A. Definition: Officer in training.
 - B. Historical perspective

CLASS OUTLINE

Cadet Responsibilities — 199 (continued)

1. Service Academies
2. Similar cadet programs, U.S. and other countries
3. Military grade of cadet
 - a. Between NCO and Officer
 - b. No command or general military authority

II. Obligation to CAP

- A. Attend meetings and participate in activities
- B. Obey regulations and officer
- C. Wear uniform properly
- D. Progress in training

III. Obligation of CAP

- A. Administer program
- B. Provide training
- C. Provide activities

IV. Responsibility to USAF

- A. Wear uniform properly
- B. Professionalism

V. Responsibility to senior members

VI. Responsibility to CAP

- A. Volunteering to join means making a commitment

VI. Conclusion