

BASIC CADET SCHOOL

PROGRAM MANUAL

CAWG Manual 52-1

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Cadet Programs Section, California Wing
United States Air Force Auxiliary
Civil Air Patrol

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PART ONE - DESCRIPTION

INTRODUCTION

This manual is designed to assist the commander, project officer and staff in conducting a Basic Cadet School. It covers a description of the school, organization and duties of the staff, administration requirements, operations guidelines, and curriculum. In the Instruction section, in addition to goals and objectives for each class, there is also a teaching outline. This outline is not a substitute for the individual instructor researching his/her topic, but should be a guide in structuring the class and covering the appropriate material.

Any additions or suggestions for this manual or for the program should be directed to the Director of Cadet Programs, California Wing.

GENERAL INFORMATION

1. Basic Cadet School (BCS) is part of the California Wing Integrated Leadership Program, (ILP), and as such is co-sponsored by the Director of Cadet Programs, California Wing.
2. BCS material covers CAP organization, history, mission, cadet responsibilities, and the California Wing Cadet Honor Code.
3. BCS will be conducted at the group headquarters level or by two or more squadrons.
4. The time necessary to complete BCS is two and one half days.
5. The number of courses is 28, for a total number of curriculum hours of 17.
6. The California Wing BCS package will consist of the following:
 - a. California Wing BCS Program Manual
 - b. Graduation Certificates and Seals
 - c. BCS Workbooks (Original for reproduction)
 - d. Power Point® presentations
 - e. 4 BCS Class Guidons (A,B,C,D)
 - f. BCS Class designation

Goal

The goal of the Basic Cadet School is to provide the new cadet with a thorough understanding of the Civil Air Patrol program, giving a solid foundation upon which the individual may build his or her Civil Air Patrol experience.

Objectives

The graduate of Basic Cadet School will demonstrate:

- A. An understanding of CAP organization, history and the mission.
- B. A complete understanding of the CAP cadet program, specifically the requirements, opportunities and awards of Phases I and II.
- C. A working knowledge of all drill movements.
- D. A basic knowledge of the proper wear of the CAP uniform
- E. A basic knowledge of the responsibilities and discipline required of every California Wing cadet.
- F. Understanding of the Integrated Leadership Program, (ILP), and the knowledge that he or she has just graduated from the first level of that program.

Expected performance: Each cadet will be responsible for all the material presented during BCS and will complete and pass both the workbook and final examination.

Background

Basic Cadet School is the first step in the California Wing Integrated Leadership Program (ILP). BCS is the foundation of the ILP, and the first exposure cadets will receive to California Wing training standards. So that training standards can be met, it will be necessary to maintain an environment which will foster a feeling of pride, identity and accomplishment for each cadet. Basic Cadet School will provide the new cadet with a solid beginning in understanding the responsibilities and rewards involved in the Civil Air Patrol cadet program.

Philosophy

The Basic Cadet School supplements and reinforces the Phase I introductory training conducted at the local unit. This program is intended to introduce the new cadet to the broad history, organization and missions of Civil Air Patrol, as well as the opportunities available as a cadet in the Civil Air Patrol. For most new cadets *and their parents*, BCS is the very first CAP activity outside their home unit. Therefore, it is important to establish and maintain an atmosphere of a well-run, organized and professional school. The environment of the school should be disciplined, but not so stressful as to interfere with the learning process. BCS should be a positive experience for both students and their parents. Staff and instructors should conduct themselves in a professional, competent and business-like manner at all times.

INSTRUCTION

Methods of Instruction

Basic Cadet School instruction is categorized as lecture, field activity, and laboratory. The material is presented first in lecture format, followed by field activity or workbook study to provide immediate reinforcement. Laboratories, such as the Drill Labs and the Uniform lab, allow cadets to practice what they have just learned under the direct supervision of a cadet staff member.

Creating a positive atmosphere will allow for the thorough exchange of ideas, thereby

providing a proper learning situation. At all times instruction in each area should be easy to understand, suitably paced, and very thorough. Remember that the students are new to the concepts and terminology (especially the acronyms!) being introduced.

Curriculum

	<u>Number</u>	<u>Duration</u>
INTRODUCTION		
BCS Introduction	100	30 min
THE CIVIL AIR PATROL		
History of Civil Air Patrol	110	30 min
The CAP Mission	111	15 min
Organization/USAF Relationship	112	45 min
THE CADET PROGRAM		
Introduction	120	15 min
THE AEROSPACE EDUCATION PROGRAM		
Introduction	130	15 min
LEADERSHIP LABORATORY		
Introduction	140	15 min
Drill and Ceremonies	141	45 min
Drill Lab I	142	60 min
Drill Lab II	143	90 min
Drill Lab III	144	60 min
Customs and Courtesies	145	45 min
The Uniform I	146	30 min
The Uniform II	147	60 min
Uniform Lab	148	30 min
THE PHYSICAL FITNESS PROGRAM		
The Cadet Physical Fitness Program	150	20 min
Group Physical Training (2)	151	40 min
THE ACTIVITY PROGRAM		
Introduction	160	15 min
Squadron Activities	161	60 min
Emergency Services	162	30 min
Wing Activities	163	30 min
National Special Activities	164	30 min
THE MORAL LEADERSHIP PROGRAM		
Introduction	170	15 min
The Cadet Honor Code	171	60 min
The Cadet Protection Program	172	45 min
Civil Air Patrol Core Values	173	60 min
CONCLUSION		
Cadet responsibilities	199	30 min
TOTAL	28 Classes	17 hours

ORGANIZATION

This school is designed for a minimum of 24 and a maximum of 54 students with the grade of cadet staff sergeant and below. Students will be from more than one local unit.

The school is organized as a cadet squadron. Operation of this squadron will emphasize proper procedures and chain of command.

Staff Description

Senior Staff

Commander

The commander is a senior member with advanced knowledge in the cadet program. This person should possess strong qualifications and skill in dealing with both senior and cadet members. The commander must be very familiar with introducing new cadets to the program.

The primary responsibility of the commander is to insure that the BCS program is properly implemented. This includes logistical support as well as successful implementation of the academic program. Since BCS is a co-sponsored activity, the commander is responsible to both the host group commander and the Director of Cadet Programs, California Wing.

Specific responsibilities include:

- A. Insuring that all the objectives for Basic Cadet School are met.
- B. Selection of staff.
- C. Supervising the quality of the implementation of the BCS academic program.
- D. Insuring that proper housing and meal arrangements are made.
- E. Insuring the safety and well-being of every CAP member in attendance.
- F. Insuring proper coordination with facility personnel.
- G. Insuring appropriate maintenance of finance records.
- H. Insuring all CAP directives are followed.

Project Officer

The project officer is responsible for the planning and preparation for the BCS, including the administrative support prior to and during the activity. This person can be either a senior or cadet member. The project officer reports directly to the commander. See Attachment 3.

Safety Officer

The safety officer is responsible for safety and welfare of all participants, both staff and students. The safety officer should conduct a safety survey of the facilities (see Attachment 4) prior to the start of the BCS. Any safety hazards should be reported to the BCS

Commander, and corrected.

Instructors

The instructors are responsible for the planning, preparation, and presentation of their classes. They must be thoroughly familiar with their specific topics and must be able to present them in an interesting and dynamic manner. In addition they should set a good example to the cadets in all areas such as uniform wear and customs and courtesies. Instructors may be either cadets or seniors.

Military Leadership Officers

Military Leadership Officers are senior members (or senior cadet officers) knowledgeable in the cadet program, with experience and skill in dealing with cadets. They are responsible for the safety, health and well-being of the cadets, and provide proper supervision of the cadets at all times throughout the activity. The Military Leadership Officer provide training, guidance and assistance to the flight staff. They should also be available to the basic cadets for counseling, guidance and feedback. They are responsible to the BCS Commander for ensuring that the BCS training program is progressing in a satisfactory manner.

Administrative Officer

The administrative officer is a cadet or senior member who provides administrative support to the BCS. This person will prepare rosters, graduation certificates and any reports necessary for the BCS.

Support Personnel

Additional support personnel might include communications, logistics and transportation, and kitchen help as needed, depending on the size or requirements of the BCS. These positions may be filled by cadets or seniors.

Cadet Staff

Cadet Commander

The role of the cadet commander is to coordinate, command and control cadet activities in order to ensure successful completion of the BCS. He/she monitors the training to see that it is progressing in a satisfactory manner. He/she trains, directs and monitors the cadet staff members to ensure that they are properly carrying out their responsibilities. He/she sets the standard and is an example for the cadet staff in matters of customs and courtesies, uniform wear, and military bearing, as well as maintaining a positive atmosphere and environment for both the staff and the students. The Cadet Commander is responsible to the BCS Commander.

Flight Commander

The flight commander is responsible for the training, the health and well-being of the members of his/her flight. The flight commander sets the standard for professional conduct. He/she instructs the flight whenever necessary and assists individuals within the flight when they need any special assistance in learning the course material. As the typical BCS student is new to the CAP program, it is important to foster a continued interest and motivation. It is imperative that the flight commander project a positive image of the program.

First Sergeant

The first sergeant provides assistance to the cadet commander. He/she maintains discipline at the squadron level. The first sergeant is responsible for maintaining the schedule and ensures that everyone is informed of any changes to the schedule. He/she supports the flight sergeants and assists with their training. In addition, he/she instructs and conducts the physical training at BCS.

Flight Sergeant

The flight sergeant maintains discipline at the flight level. He/she reinforces course material and sets an example for the students in customs and courtesies, uniform wear, and military bearing. He/she assists the flight commander whenever possible and monitors the health and well-being of the cadets in the flight. He/she projects a positive image toward the CAP program and the BCS. As with any good leader, he/she treats the students with respect.

Element Leader

Element leaders can be pre-selected for BCS staff from cadets who have previously graduated from BCS, NCOS, or Encampment. If experienced cadets are not available, then element leaders may be selected from the flight based on experience and attitude. The element leader promotes morale within the element and, by example, within the flight. He/she is responsible for teamwork within the element and directs small group tasks. He/she assists the flight sergeant in providing special help on the drill field or in other areas of instruction.

PART TWO - ADMINISTRATION

Authority/BCS Application Process

Authority to conduct a Basic Cadet School can only come from the Directorate of Cadet Programs, California Wing. This authority may be obtained by written request from the host unit. This request must be received a minimum of 60 days prior to the date of the school. The request must contain the following:

Name of the activity: "Basic Cadet School"

Host Unit Name:
Address

Commander:
Name
Address
Telephone Numbers (Home and Work), E-mail Address, Radio Call Sign

BCS Project Officer:
Name
Address
Telephone Numbers (Home and Work), E-mail Address, Radio Call Sign

Female Senior Member in attendance
Name
Telephone Numbers (Home and Work), E-mail Address, Radio Call Sign

Activity Information:
Primary Dates
Alternate Dates

Name of facility
Address
Telephone Number
Person to Contact:
Name
Title
Address
Telephone Number

Projected Cost

Number of Student Slots

Mail Application to Wing Headquarters:

Headquarters
California Wing, Civil Air Patrol
P.O. 280
Los Alamitos, CA 90720-0280
Attn: CP

Response from the Directorate will come within 20 working days. Once your school is approved you will be notified both verbally and in writing. The Directorate will forward to the host unit the current BCS package. It is imperative that a new BCS package be used in conducting the school as changes in the school content are anticipated.

School Recognition

Basic Cadet School is a very important part of the California Wing cadet program. BCS will be a prerequisite for many activities as well as a means of determining qualifications for staff selection for encampment, other ILP schools and National Special Activities. Only "recognized" Basic Cadet Schools will be accepted. Therefore, it is imperative that your BCS is "Wing Approved" if only for the benefit of the cadet students. If you elect to conduct a BCS that is not Wing approved, you must so state every time you promote the activity. The Directorate of Cadet Programs *strongly* suggests that you choose a different title for your activity if it is not a Wing approved BCS.

Additional Aid

Units needing additional help with the administration of BCS should request it from the Director of Cadet Programs. Areas of help could include: staff assistance, staff training, logistical aid and help with promotional efforts. Again, units should contact the Director either by phone or by mail for this assistance.

Facility Request

Request for use of facilities should be made as early as possible to assure availability of desired facility, or to make alternate arrangements if necessary. To use a military facility, this request must be coordinated through the Wing Liaison Office. The request will contain name of activity, number of expected participants (include breakdown by number of male and female, and number of senior escorts), the type of facilities needed, the requested location, and the name and phone number of the Project Officer.

Military Support Authorization (MSA)

A Military Support Authorization (MSA) is required if the activity is held at a military facility (Ref CAPR 76-1). The MSA must be requested well in advance from California Wing Headquarters, in accordance with CAWGM 11-1. *Be aware that the MSA requires the names and CAPSN of all participants; this will require earlier application deadlines.*

Promotion

Advertising and promotion of the BCS, to both individual members and units in the local area, is necessary to achieve adequate participation. Promotion is more than just a onetime announcement of the activity. It entails "selling" the benefits and virtues of BCS to squadron commanders, prospective students *and their parents*, and encouraging their attendance.

This promotion should be done far enough in advance to allow adequate lead-time for cadets to apply and prepare for the activity. All promotional materials should contain dates, application

deadline, location, cost, application procedure, brief descriptive information and contact number(s). All material should contain a request to forward it to interested cadets.

Do not rely on any one of the following methods to promote the BCS. Not all prospective students receive e-mail or have access to the Internet, for instance. The more methods used, the more effectively the BCS can be promoted. Realistically, the extent of the area to be reached and cost of the materials play a major role in deciding which methods to use. Experience, of course, will help determine which methods are most effective.

Flyers

An attractive and informative flyer or brochure is an ideal advertisement for BCS. Each cadet should have the flyer to take home so that he/she and his/her parents have the time necessary to make the decision to attend. Mail flyers directly to each local group, and cadet and composite squadron; distribute flyers at Commander's Calls, Cadet Advisory Council meetings, and during each unit visit.

The flyer must present information as briefly as possible while still creating excitement for the activity and encouraging the cadet to attend. The facts to be included are activity title, sponsor, dates, deadlines, cost, application procedure and location, and also the name and phone number of a person to contact for more information.

Descriptive information on the flyer about the activity should be brief and in headline form, four or five topics at the most. Graphics should be used to enhance the flyer, being careful to avoid cluttering the presentation or using improper material. Colored paper should be used to focus attention on the flyer. (See Samples)

Verbal presentations

Verbal presentations at Commander's Calls, Cadet Advisory Council meetings and units are important to create enthusiasm and excitement as well as to further explain the activity. These presentations should be made by knowledgeable cadet and senior staff members. Include a description of the school as well as why cadets should attend, the benefits to the cadet for attending, and the benefits to the unit. Also, a personal presentation will allow for questions and answers about the activity. Use visual aids to enhance the presentation. BCS flyers should be handed out at these presentations.

Commander's Call

Group Commander's Calls are ideal opportunities to promote activities among unit commanders. BCS information should be disseminated at every Commander's Call possible prior to conducting a BCS.

Cadet Advisory Council

The Group and Wing Cadet Advisory Council is also a tremendous opportunity to promote a BCS. These meetings consist of unit cadet representatives which are valuable sources for information. Council members can make visits and distribute flyers.

Unit Visits

Unit visits are an effective way to encourage cadets to attend BCS. Visit each cadet and composite unit within the BCS area at least once, if not twice, prior to the activity. A positive and enthusiastic approach will inspire cadets who otherwise might not attend; these are the cadets who need to go to BCS. Be sure to leave each cadet a copy of the flyer. The success

of your BCS depends upon these visits.

Internet

The Internet has become a powerful and far-reaching method of reaching a large number of cadets over a wide area. Messages should be sent at every point in the decision making process, i .e., announcement of the activity, when dates have been decided upon, application and deadline information, and any changes in previously made announcements.

Announce the BCS directly through the e-mail announcement service set up by the California Wing Cadet Programs section: all@cawgcadets.org.

The California Wing Cadet Programs web page will also include the BCS in its Events section. Submit information about the BCS to the webmaster at <http://www.cawgcadets.org>. Again, this should be done well in advance of the planned dates. Use the Internet...it's FREE!

Radio Communications

The use of radio traffic in disseminating activity information is also effective. Radio traffic will be repeated on the California Wing e-mail service, CAWG-Traffic@lists.cap.gov. Use the radio...it's FREE!

Wing Calendar

Each year, the Director of Cadet Programs produces a calendar with all the activities of California Wing Cadet Programs. If a BCS is scheduled far enough in advance, and proper notification is made to the Director, these schools will be added to the calendar. This calendar is mailed directly to each cadet and composite unit in the wing each year.

Each month, the Director of Administration publishes a calendar of all activities throughout the wing, which is mailed to all units in the monthly all-unit distribution. To add the BCS to the Wing Calendar, contact CAWG/DA.

Student Application Procedures

Students should apply as far in advance as possible, and an application deadline must be established in advance (approximately three weeks) to allow for proper administrative and logistical coordination.

To insure complete information cadets must apply on CAPF 3I, "Application for Special Activities", with their squadron commander's certification and parent's signature completed. Payment (check made out to host unit) must accompany the application.

Acceptance Letters

Mail each participant a letter of acceptance indicating reporting time, date, location, equipment list, and the name of a person to contact for additional information (see Attachments 5 and 6. This should be in the mail not later than ten days prior to the activity.

Participation Letters

Using the student applications as a data base, Participation Letters will be prepared by the host unit in accordance with CAPR 10-3. All members attending the school will be listed and the school staff will be indicated (see Attachment 13). This will serve as the official record of the participants.

Sign-In Procedures

A copy of the Participation Letter can be used as the official sign-in or check-in roster. This will allow quick determination of "no-shows" so a safety check can be made.

Finance

Financial arrangements are the responsibility of the host unit in accordance with CAP regulations. It is recommended that the school be self-supporting on a cost-only basis to participants. In determining this, careful analysis should be given to the cost-per-person of billeting, meals, school-provided supplies, transportation (if provided by the school), and any other anticipated administrative expenses. Specific financial record keeping is the responsibility of the Commander. See Appendix 2 for a budget planning worksheet.

Financial records should include a listing of applicants and fees paid, a listing of expenses, and receipts (see Attachment 14).

Final Report

Upon completion of the school, the following will be forwarded to Wing Headquarters:

1. Activity Report (Attachment 12)
2. Participation Letter (Attachment 13)
3. Finance Report (Attachment 14)
4. Promotional material (news articles, flyers)
5. CAPF 78 Mishap Report Form (if applicable)
6. BCS Critique Package (Attachment 10)

(NOTE: Documentation and administrative records should be retained by the sponsoring unit for a minimum of one year.)

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PART THREE - OPERATIONS

Preparation

General

This section provides guidelines for facilities and materials required for implementation of this school. The following are recommended:

Materials

Administrative supplies

- Typewriter
- Computer and printer
- Paper, pencils, pens, Scotch tape, stapler, hole punch, etc.

Manuals

- California Wing Basic Cadet School Program Manual
- Aerospace: The Flight of Discovery
- Leadership 2000, Vol. 1
- Drill and Ceremonies Manual (AFMAN 36-2203)
- CAPM 39-1, Civil Air Patrol Uniform Manual
- CAPR 39-3, Award of CAP Medals, Ribbons, and Certificates
- CAPM 50-1, Introduction to Civil Air Patrol
- CAPR 50-15, CAP Operational Missions
- CAPR 50-18, Cadet Physical Fitness Program
- CAPP 52-06, Cadet Programs - Mentoring
- CAPR 52-10, CAP Cadet Protection Policy
- CAPR 52-16, Cadet Program Management
- CAPM 55-1, CAP Emergency Services Mission Procedures
- CAPP 50-06, Cadet Protection Policy and Program for Parents and Leaders
- CAPP 151, Civil Air Patrol Customs and Courtesies
- CAWGM 11-1, California Wing Administrative Procedures

Student supplies

- BCS Student Workbooks, one per student and staff
- Cadet Release Forms (CAWG Form 151), one per student
- Graduation certificates, one per student
- Certificates of Appreciation (staff)
- Sign-in sheets
- Guidons
- Guidon poles¹

¹ Consider purchasing closet dowels from Home Depot®

Audiovisual equipment

- Slide projector
- Overhead projector
- Chalk board and/or white board
- Chalk, erasers and markers

Medical supplies

- First Aid Kit
- Extra Band-Aids
- Moleskin

Facilities

It is important to select facilities that will support the goals and mission of this school. NOTE: Use of military facilities must be coordinated through the California Wing-USAF Liaison Office (refer to CAWGM 11-1).

Billeting

Adequate and separate billeting must be provided for male and female students, as well as cadet and senior staff, keeping in mind the need for close supervision. This must include shower and rest room facilities for both males and females with sufficient hot water for the number of personnel at the activity. A gymnasium floor with sleeping bags is a very good option.

Meals

The school is responsible for providing five meals for the students and staff. Care should be taken to provide a balanced diet. Meals can either be prepared on-site or purchased and brought in. Dining facilities must be capable of supporting three meals on Saturday and two meals on Sunday. The classroom should not be used as a dining facility.

Classrooms

At least one classroom must have adequate seating for all the students and staff. The main classroom must have chalkboard or white board. Adequate lighting and ventilation is necessary for a proper learning environment. In addition, a separate seminar room should be provided for each flight. Rest rooms should be available nearby.

Drill Area

The drill area must be large enough for squadron formation, and for the flights to practice separately. It should be concrete or asphalt and level. Grass or dirt fields are not suitable. This area must be free of moving vehicles.

Transportation

Unless facilities are within marching distance, transportation must be provided.

Implementation

Schedule

Training is the core of the BCS, and a good schedule is essential to a smooth operation. The schedule included in Attachment 7 is only a suggestion; you must tailor it to meet local circumstances, such as facilities, availability of staff and instructors, etc. In general, the schedule should progress in a logical order, from the welcome and introduction, to overviews such as CAP History and CAP Missions, then on to more detailed explanations. Cadet Responsibilities (199) is traditionally the closing class.

Take into consideration the basic cadet sitting in a crowded classroom through hour after hour of lecture. Try to create a good balance of lectures, hands-on laboratories and activities. Vary the instructors. If the BCS is scheduled during the Summer or Winter, extreme hot or cold should be taken into serious consideration.

Once determined, make sure that all affected personnel---staff, instructors, support personnel---are notified well in advance of the schedule and their part in it. Remember that many people will be working to implement this schedule, and instructors may be driving in from some distance. The schedule should be followed as closely as possible, but don't be afraid to make changes, if necessary. Be flexible.

Staff-Student Interaction

At all times during this school it is essential that both the cadet and senior staff remain highly visible and set examples of professional conduct. These examples provide the single greatest impression upon cadets during training.

In addition, the staff should be available for questions and feedback to students whenever possible to maximize and reinforce learning. Special attention should be given to evaluation of each student's problem areas and extra attention must be given for correction. This type of dynamic staff-student interaction should achieve a sense of obligation for appropriate conduct and a feeling of acceptance and belonging within the Civil Air Patrol program.

Staff Selection

The host unit commander is responsible for the selection of the BCS commander. The selection of the commander is very important to the success of the school. This individual must be familiar with the cadet program, both in his/her unit and in the wing (see position description for details).

The host unit commander and the BCS commander should jointly select the project officer (see position description for details). The remaining staff selection, both cadet and senior, will be done by application consisting of: letter of intent, CAP resume, and CAP Form 3I. In order to select the best personnel available, applications from both within the host unit and outside units are encouraged and should be genuinely considered.

The cadet commander will recommend to the commander his/her selections for cadet staff positions. The commander will then finalize cadet staff selections based upon the recommendation of the cadet commander, and the application package. The BCS commander has the final responsibility for all staff selections.

Staff Briefing

For the initial staff briefing the commander and the project officer will brief the entire staff on the logistical and academic arrangements for the school. This will include a safety and medical briefing (see Attachment 8).

In-Processing

In-processing consists of insuring that each cadet signs in for the activity, receives his/her student materials, flight assignment, and billeting assignment, and meets his/her cadet staff personnel.

Squadron Formations

The Squadron will form three times each day. BCS will be one of the first times new cadets will participate in a large squadron formation; it is important that they achieve a level of confidence towards participation in these formations and develop pride in the unit. All formations will be conducted in accordance with the Drill and Ceremonies Manual.

The first formation will be for Group Physical Training and will be conducted by the first sergeant. Reporting formalities will be performed at all formations.

An official morning formation will be held with appropriate flag raising ceremonies (if facilities permit); orders and/or announcements of the day will be made.

The third formation will be the evening formation on Saturday. This formation is designed to formally close the training day. Announcements and/or orders should be directed towards accomplishments of the day, progress of the squadron should be announced, and recognition should be given to those individuals with outstanding daily performance (including cadet staff members). Finally, the graduation formation on Sunday officially ends the BCS.

Performance Evaluations

Student evaluations

Upon arrival at BCS, cadets should undergo a performance and knowledge evaluation (see Attachment 9). This evaluation will provide the cadet flight commander with an assessment of the academic and performance level of his/her flight members. It will also aid the instructional staff in determining the educational and experience level of the cadets, and will allow them to tailor their presentations to meet the needs of the participants. At the end of BCS another evaluation covering the same knowledge will be administered and a comparison made, thereby evaluating the success of the training. The individual cadet should be presented with both evaluations and instructed on his/her progress during BCS and the areas in which improvement is needed.

Cadet Staff Evaluations

Evaluations of the cadet staff should be administered at the end of the school. These evaluations will be used for the benefit of the individual cadet staff member in an effort to focus attention on weaker areas, and to provide direction for self-improvement in the future. These evaluations may be useful in selecting outstanding staff members, but strong consideration should be used in rewarding improvement as opposed to final performance. This encourages improvement rather than stagnation.

School Evaluations (Critique)

Individual critique forms will be filled out by each student and staff member (see Attachment 10). These will be filled out at the end of the last classroom session. All staff members will review these critiques, and copies should be included in the Activity Report.

Squadron Training Meetings (STM)

The Squadron Training Meeting will be held at the end of the day Saturday to assess where each flight is in the training process and to discuss the training goals for Sunday. This meeting is run by the cadet commander and is attended by the flight commanders and the tactical staff.

At the STM, the flight commanders will review the training accomplished during the day, the motivation level of the flight, any problems encountered and their solutions. This allows the cadet commander to assess the progress of the squadron in meeting the overall training objectives of BCS, and allow the flight staff to exchange ideas for problem solving.

The tactical staff should make any observations of the flight that were not covered by the flight commander and any suggestions for improving the training.

Workbooks

Each cadet will be given the BCS Student Workbook during in-processing. Flight commanders are responsible for the proper and thorough completion of the BCS student workbooks. Time is allotted in the school program for cadets to complete their workbook, however, flight commanders should use every available moment completing and reviewing the workbooks. Flight commanders should carefully plan the use of these workbooks so as to coincide with the academic and activity program. Flight staff should solicit questions and give individual counseling using the material contained in the workbook as a syllabus. Students should have the workbooks in their possession at all times except when on the drill field.

Graduation

The graduation ceremony marks the formal completion of Basic Cadet School and should include a formation and presentation of awards. Invite the parents and families of cadets, commander of the host group, local squadron commanders, and other local dignitaries as appropriate, to view the ceremony.

Prior to the graduation ceremony, as parents and families arrive, and as the students and staff

make final preparations for the ceremony, the commander (or other designated officer) may wish to brief the waiting parents and families. This may include a brief overview on the CAP Cadet Program, the goals and objectives of BCS, the BCS curriculum, and a question and answer period.

Ceremony

The graduation ceremony will be a standard formation held in accordance with the Drill and Ceremonies Manual, either with or without a Pass in Review. Honor cadets will be announced by the cadet commander. Persons to receive awards will come forward and report to the cadet commander. Certificates will be presented to them by the commander and the cadet commander.

Certificates for the Honor Cadets will be their graduation certificate with a gold seal affixed and the notation of the award directly beneath the cadet's name.

Tactical officers will then join the cadet flight commanders and present the graduation certificates individually to each member of the flight.

Awards

BCS Outstanding Cadet

This cadet will be one of the Flight Honor Cadets who has shown overall the best attitude and performance during the Basic Cadet School. The flight commanders and the tactical officers will make recommendations to the cadet commander and the commander by. Final selection is the responsibility of the BCS Commander.

Academic Honor Cadet

This award will be based on performance on the written examination and the amount of improvement made by the cadet during the school.

Flight Honor Cadet

An Honor Cadet will be selected from each flight. This cadet will be selected by the cadet flight commander and the flight tactical officer. Selection will be based on attitude and performance during the Basic Cadet School.

Outstanding Staff Member

This award will be based on contribution to the school as a staff member. Criteria includes participation, student interaction, motivation, image and overall performance.

Out-Processing

Out-processing takes place at the close of the activity. All cadets (including staff) must formally sign out of the activity. During out-processing each cadet will receive his/her BCS final package including the workbook, all evaluations, and all quizzes/examinations. This package must be issued to each cadet before leaving the activity allowing the opportunity to discuss the results with the staff. Upon departure each cadet will have the person providing transportation sign a California Wing Cadet Release form (see Attachment 11). Each cadet must return this form to the Military Leadership Officer whose signature will release the cadet. No cadet may leave the activity until this form has been completed.

BCS Critique

A school critique will take place at the end of every BCS, following graduation and out-processing. All staff members, cadet and senior, will participate. This is designed to highlight good points as well as problem areas and suggestions for improvement. The idea is to identify items to be avoided and items to be emphasized or improved. Highlights from the student critiques should be read to the staff during the critique. A written summary of the critique and selected student evaluations of the school should be included in the BCS Final Report and forwarded to the Director of Cadet Programs.

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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

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. Openness
 - 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

BCS TIMELINE

		<u>Target Date</u>	<u>Date Completed</u>
Commander Appointed	-120 days	_____	_____
Project Officer Appointed	-120 days	_____	_____
Facility Request	- 90 days	_____	_____
Establish Cost	- 60 days	_____	_____
Flyer printed	- 55 days	_____	_____
Flyer mailed	- 49 days	_____	_____
Unit Visits	- 35 days	_____	_____
Staff Application Deadline	- 28 days	_____	_____
Appoint Staff	- 21 days	_____	_____
Order Certificates	- 21 days	_____	_____
Application Deadline	- 21 days	_____	_____
Go/No-Go Decision Date	- 14 days	_____	_____
MSA Requeste	- 14 days	_____	_____
Acceptance Letters Mailed	- 10 days	_____	_____
MSA Completed	- 7 days	_____	_____
Participation Letter Completed	- 7 days	_____	_____
Advance Staff Meeting (Primary Staff)	- 7 days	_____	_____
Instructor Rehearsals	- 7 days	_____	_____
Activity	0	_____	_____
Thank You Letters	+ 14 days	_____	_____
Activity Report Completed	+ 21 days	_____	_____

Attachment 2

BCS BUDGET PLANNING CHECKLIST

	Quantity	Cost
Publicity and Promotion		
Flyers	_____	_____
Postage	_____	_____
Telephone Calls	_____	_____
Student Material		
BCS Manual	_____	_____
T-Shirts	_____	_____
Handouts	_____	_____
Meals	_____	_____
Billeting	_____	_____
Transportation	_____	_____
Total		_____
Estimated Cost per Cadet		_____

PROJECT OFFICER CHECKLIST

- _____ Date Established
- _____ Desired location established
- _____ Commander selected
- _____ Project Officer selected
- _____ Facility Request submitted
- _____ Flyer completed
- _____ Publicity letter completed
- _____ Flyer/letter mailed to all units
- _____ Facilities coordinated with base liaison
 - _____ Billeting
 - _____ Check-in Procedure
 - _____ Meals (prices and schedule)
 - _____ Classrooms
 - _____ Seminar rooms
 - _____ Keys for classrooms or access procedure set up
 - _____ Contact and phone number in case of problems
 - _____ Phone number for incoming calls from participants
- _____ Instructors/Senior Staff appointed (Commander)
- _____ Cadet Staff appointed (Commander)
- _____ Supplies ordered/located
 - _____ Workbooks
 - _____ Certificates
 - _____ Hats/T-shirts ordered
- _____ Applications received/processed
- _____ Rosters made
- _____ MSA's /Participation Letters made
- _____ Rejected applications returned
- _____ Acceptance letters mailed
- _____ Finance completed
 - _____ Checks for fees submitted for deposit
 - _____ Receipts submitted for reimbursement
 - _____ Activity finance summary
- _____ Thank You letters sent
- _____ Activity Report submitted to CAWG/CP

Attachment 4

SAFETY OFFICER CHECKLIST

- _____ Are aisles or passageways kept clear?
- _____ Are sidewalks/pathways free from hazards such as snow, ice, rocks, tripping hazards, etc.?
- _____ Are stairways well lighted?
- _____ Are steps equipped with non-slip treads or painted with non-slip material?
- _____ Are cords or wires strung across floors?
- _____ Is electrical equipment properly grounded to prevent possibilities of shock and fire?
- _____ Are electrical outlets overloaded by multiple plugs?
- _____ Are fire extinguishers available and do they have a current inspection?
- _____ Are flammables stored in office areas, that is, paint, thinner, cleaning solvent?
- _____ Is a first aid kit available and adequately equipped for the BCS?



Gill Robb Wilson Group 15
United States Air Force Auxiliary
Civil Air Patrol
7000 Merrill Avenue, Box 39
Chino, CA 92762



1 October 1998

MEMORANDUM FOR Basic Cadet School Applicant

FROM: BCS Commander

SUBJECT: Basic Cadet School Confirmation

1. We are pleased to accept you as a student for the Basic Cadet School on 11-13 October 1998 at the Ontario Air National Guard Base. This school, your first major step in your cadet training, will introduce you to Civil Air Patrol and prepare you to complete Phase I of the Cadet Program.
2. Please report on Friday, 11 October at 1900 hours, in Battle Dress Uniform (BDU). See the enclosed map of Ontario International Airport. A light snack will be provided Friday evening, and the first meal will be breakfast on Saturday morning.
3. See the enclosed list for uniforms items and equipment you should bring to the school. Note that a sleeping bag is required.
3. The graduation ceremony is scheduled for 1600 hours on Sunday, 13 October. Please encourage your parents and family to attend. You should expect to be dismissed by 1700 hours.
4. Should your parents need to contact you during the Basic Cadet School, they can call xxx-xxxx or xxx-xxxx from 1600 hours on Friday until 1700 hours on Sunday.
5. Should you have any questions, please do not hesitate to contact me at xxx-xxxx.

Charles Wiest, LtCol, CAP
BCS Commander

2 Attachments:

1. BCS Map
2. BCS Equipment List

Attachment 6

BASIC CADET SCHOOL Equipment List

Uniform for all participants for the weekend will be BDUs. If you do not yet have BDUs, you may wear correct fitting (not baggy) blue jeans, white or squadron T-shirt and athletic shoes.

- CAP Membership card
- Leadership 2000, Vol. 1
- Drill and Ceremonies Manual
- Pen, pencils, paper
- Notebook (spiral bound)
- BDUs - one set shirt and trousers
- Cap - BDU or unit baseball cap
- Boots - black combat
- Belt - blue with black buckle
- Socks - black (2 pair)
- T-Shirt - black or brown crew-neck (2 pair)
- Blousing Bands
- Jacket - field jacket or civilian
- Undergarments (2 sets)
- Athletic shorts - blue
- Athletic shoes
- Athletic sox - white
- Toiletries (soap, deodorant, toothbrush, toothpaste)
- Bath towel
- Small flashlight (with fresh batteries)
- Sleeping bag and pillow
- Shoe shine kit
- Sun block
- \$5.00 in emergency money (only)

Optional items

- Camera
- Iron and spray starch/fabric finish
- sewing kit

Do not bring pocket knives, scissors, multi-tools, radios, tape players, food, etc. Remember, at the sign-in your luggage will be screened for any unauthorized items.

BASIC CADET SCHOOL SCHEDULE

FRIDAY

Time	Activity	Course #	Uniform
1800—1900	Staff Briefing		
1900—2000	In-Processing		BDUs
2000—2030	BCS Introduction	IOU	
2030—2045	Cadet Program Introduction	120	
2045—2100	Leadership Lab Introduction	140	
2100—2130	The Uniform I	146	
2130—2200	The Uniform II/A	147/A	
2200—2230	Uniform Lab	148	PT
2230—2300	Personal Time		PT
2300	Lights Out		
22230—2300	STM		

BASIC CADET SCHOOL SCHEDULE

SATURDAY

Time	Activity	Course #	Uniform
0700	Reveille		
0710	PT Formation		PT
0710—0730	Group Physical Training	151	
0730—0800	Personal Hygiene		
0800—0815	Morning Formation		BDUs
0815—0845	Breakfast		
0845—0900	History of CAP	110	
0900—0915	The CAP Mission	111	
0915—0930	Break		
0930—1000	Organization/USAF Relationship	112	
1000—1045	Drill & Ceremonies	141	
1045—1200	Drill Lab I	142	
1200—1300	Lunch		
1300—1330	The Uniform II/B	147/B	
1330—1415	Customs and Courtesies	145	
1415—1430	Break		
1430—1530	Drill Lab II	143	
1530—1550	The Aerobics Program	150	
1550—1620	Uniform Lab/B	148/B	
1620—1715	Flight Commanders' Inspection		
1715—1730	Evening Formation		
1730—1830	Dinner		
1830—1845	The Activity Program Introduction	160	
1845—1945	Squadron Activities	161	
1945—2000	Break		
2000—2030	Emergency Services	162	
2030—2130	Workbooks		PT
2130—2200	Personal Time		PT
2200	Lights Out		
2130-2200	STM		

BASIC CADET SCHOOL SCHEDULE

SUNDAY

Time	Activity	Course #	Uniform
0700	Reveille		
0710	PT Formation		PT
0710—0730	Group Physical Training	151	
0730—0800	Personal Hygiene		
0800—0815	Clean and Pack		
0815—0830	Morning Formation		BDUs
0830—0900	Breakfast		
0900—0915	Moral Leadership Introduction	170	
0915—1015	The Honor Code	171	
1015—1100	Attitude and Discipline	172	
1100—1130	National Activities	164	
1130—1230	Lunch		
1230—1300	Wing Activities	163	
1300—1400	Drill Lab III	144	
1400—1430	Cadet Responsibilities	199	
1430—1530	Exam		
1530—1600	Clean up		
1600—1630	Graduation		

Attachment 8

STAFF BRIEFING

Welcome
Safety
Schedule
Course instructors
In-processing
Sleeping arrangements and rules
Uniform wear
Level of discipline
Workbooks
Morning PT (safety)
Meal arrangements
Squadron formations
Personal time (explanation)
Evaluation
Clean up/packing
Awards criteria
Graduation
Dismissal (Cadet Release Forms)
Questions

BASIC CADET SCHOOL

Cadet Evaluation

Name:

Grade:

Evaluator: _____

(Score each item 1-5)

1 - Unacceptable 2 - Needs Improvement 3 - Acceptable 4 - Very Good 5- Outstanding

Drill Knowledge

Facing Movement _____
 Flanking Movement _____
 Column Movement _____
 Rest Positions _____
 Forward/Halt _____
 Open/Close Ranks _____

Uniform

Cover _____
 Pressed/Buttoned _____
 No Lose Threads _____
 Insignia _____
 Belt/Blousing _____
 Shoes/Socks _____
 Gig Line _____

Review Board

Reporting In _____
 Uniform Appearance _____
 General Knowledge _____
 Military Bearing _____
 Speaks Clearly _____
 Communicates Well _____
 Custom & Courtesies _____

Personal Appearance

Haircut _____
 Shaven/Cosmetics _____
 Articles in Pocket/Jewelry _____
 Posture _____

Overall _____

NOTE: Each cadet should be evaluated twice, once on arrival and once again prior to departure .

Attachment 10

BASIC CADET SCHOOL Critique Form

Thank you for participating in the Basic Cadet School. We welcome your comments regarding the quality of the instruction, food, facilities, or any other comments you may wish to add. With these constructive comments, we can strive to improve future schools.

On a scale of 1 to 5, with 1 as the lowest and 5 as the highest score, please rate the items listed below:

- | | | | | | |
|---|---|---|---|---|---|
| 1. Introduction and Welcome | 1 | 2 | 3 | 4 | 5 |
| 2. Safety Briefing | 1 | 2 | 3 | 4 | 5 |
| 3. Class: Cadet Programs | 1 | 2 | 3 | 4 | 5 |
| 4. Class: CAP History | 1 | 2 | 3 | 4 | 5 |
| 5. Class: CAP Organization and CAP/USAF | 1 | 2 | 3 | 4 | 5 |
| 6. Class: Introduction to Drill and Ceremonies | 1 | 2 | 3 | 4 | 5 |
| 7. Class: The CAP Mission | 1 | 2 | 3 | 4 | 5 |
| 8. Class: The Cadet Program | 1 | 2 | 3 | 4 | 5 |
| 9. Class: Leadership Laboratory | 1 | 2 | 3 | 4 | 5 |
| 10. Class: Physical Fitness Program | 1 | 2 | 3 | 4 | 5 |
| 11. Class: The CAP Uniform | 1 | 2 | 3 | 4 | 5 |
| 12. Uniform Labs | 1 | 2 | 3 | 4 | 5 |
| 13. Class: Customs and Courtesies | 1 | 2 | 3 | 4 | 5 |
| 14. Class: Aerospace Education | 1 | 2 | 3 | 4 | 5 |
| 15. Class: Emergency Services | 1 | 2 | 3 | 4 | 5 |
| 16. Class: Attitude and Discipline | 1 | 2 | 3 | 4 | 5 |
| 17. Class: Activities | 1 | 2 | 3 | 4 | 5 |
| 18. Class: Moral Leadership Program | 1 | 2 | 3 | 4 | 5 |
| 19. Class: CAP Core Values | 1 | 2 | 3 | 4 | 5 |
| 20. Class: Cadet Protection Program | 1 | 2 | 3 | 4 | 5 |
| 21. Class: Cadet Responsibilities | 1 | 2 | 3 | 4 | 5 |
| 22. Class: Cadet Honor Code | 1 | 2 | 3 | 4 | 5 |
| 23. Sleeping Facilities | 1 | 2 | 3 | 4 | 5 |
| 24. Food | 1 | 2 | 3 | 4 | 5 |
| 25. Physical Training | 1 | 2 | 3 | 4 | 5 |
| 26. Workbook | 1 | 2 | 3 | 4 | 5 |
| 27. Personal Time | 1 | 2 | 3 | 4 | 5 |
| 28. Pre-activity Information (flyers, maps, etc.) | 1 | 2 | 3 | 4 | 5 |
| Comments: | | | | | |

BASIC CADET SCHOOL

Cadet Release Form

Cadet Activity Release Form	
ACTIVITY	
CADET (Last, First, MI)	
TRAVEL MODE	
<input type="checkbox"/> PRIVATE VEHICLE	<input type="checkbox"/> BUS/TRAIN/AIRLINE
<input type="checkbox"/> CAP/USAF VEHICLE	<input type="checkbox"/> OTHER _____
RELEASED BY: (Print Name)	
RELEASED TO: (Print Name)	
DATE:	TIME:

CAWG Form 151 1 June 98

Attachment 12



Gill Robb Wilson Group 15
United States Air Force Auxiliary
Civil Air Patrol
7000 Merrill Avenue, Box 39
Chino, CA 92762



15 October 1998

MEMORANDUM FOR California Wing Director of Cadet Programs

FROM: BCS Commander

SUBJECT: Activity Report on Basic Cadet School, 11-13 Oct 1998

1. Gill Robb Wilson Group 15 conducted a Basic Cadet School on 11-13 October 1998 at the 148th CCS, California Air National Guard, at Ontario International Airport. The school was very successful, and I believe that all students took home with them the necessary skills and knowledge to succeed in the next phases on the Civil Air Patrol Cadet Program.

2. ATTENDANCE: 29 basic cadets and 7 cadet staff. Eleven senior members supported this school. The support of approximately 75 parents, relatives and friends at the graduation ceremony also contributed to the success.

3. All educational objectives were met. Seventy-three percent (73%) of the cadets who tested for their Phase I exam passed, and are eligible for their first promotion pending review boards at their local squadron. Test results will be forwarded to their respective squadrons.

4. Should you have any questions, please do not hesitate to contact me at xxx-xxxx.

Charles Wiest, LtCol, CAP
BCS Commander

Attachments:

1. List of Participants
2. Finance Report
3. BCS Flyer
4. Student Critique Forms

Copies:

G15/CC

G15/CP



Gill Robb Wilson Group 15
United States Air Force Auxiliary
Civil Air Patrol
7000 Merrill Avenue, Box 39
Chino, CA 92762



15 October 1998

MEMORANDUM FOR California Wing Director of Cadet Programs

FROM: BCS Commander

SUBJECT: Participation Letter for Basic Cadet School, 11-13 Oct 1998

1. The following students completed the Basic Cadet School conducted by Gill Robb Wilson Group 15 at the Ontario Air National Guard Base on 11-13 October 1998:

Smith, Jane	Cadet	xxxxxxxxx
Jones, Janet	Cadet	xxxxxxxxx

2. The following staff participated in the Basic Cadet School:

Smith, John	Captain	xxxxxxxxx
Jones, Jay	Captain	xxxxxxxxx

Charles Wiest, LtCol, CAP
BCS Commander

Copies:
G15/CC
G15/CP

BCS FINANCE REPORT

Receipts

Cadets	_____	
Senior Members	_____	
Other	_____	
Total receipts		_____

Expenditures

Publicity/promotion	_____	
Postage	_____	
Telephone calls	_____	
BCS Manual	_____	
T-Shirts	_____	
Handouts	_____	
Misc. administrative	_____	
Meals	_____	
Billeting	_____	
Transportation	_____	
Total expenditures		_____

Net (receipts less expenditures) _____