

BASIC CADET SCHOOL

PROGRAM MANUAL



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

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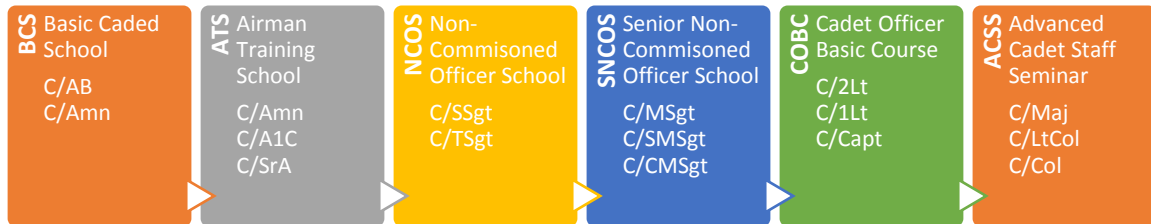
CHAPTER 1 - DESCRIPTION

1.1 Introduction

1.1.1 This manual is designed to assist the Commandant and staff in planning and conducting a Basic Cadet School (BCS). It describes the school, organization and duties of the staff, administrative requirements, operation guidelines, and curriculum. Course outlines, defining the goals and objectives of each class, are included. Any comments or concerns for this program manual should be directed to the Director of Cadet Programs (DCP), California Wing.

1.2 Background

1.2.1 BCS is the first phase of the California Wing Integrated Leadership Program (ILP) and is co-sponsored by the Director of Cadet Programs, California Wing. The course material introduces cadets to the CAP organization, drill, uniform and appearance, cadet responsibilities, and the California Wing Cadet Honor Code.



1.2.2 BCS will be conducted at the group level or by two or more squadrons with approval by the Group commander. The course requires 18.3 training hours and takes two and a half days to complete.

1.2.3 Recommended grade for students is C/AB through C/Amn. It is preferred that cadet cadre have successfully completed the Cadet Non-Commissioned Officers School or higher ILP school.

1.3 Resources

1.3.1 The BCS/ATS ILP coordinator maintains a repository of online resources

- 1.3.1.1 California Wing BCS Program Manual and attachments
- 1.3.1.2 Graduation Certificate templates
- 1.3.1.3 Pre/Post Test and Answer Key
- 1.3.1.4 BCS Workbook and Answer Key
- 1.3.1.5 PowerPoint presentation templates

1.4 Goal

1.4.1 The goal of the BCS is to provide the new cadet with an entry-level understanding of the Civil Air Patrol cadet program, teach a solid foundation of drill and memory work and, imbue an understanding of their responsibilities upon which the individual may build their Civil Air Patrol experience.

1.5 Objectives

1.5.1 BCS graduates will be able to demonstrate:

1.5.1.1 A working knowledge of CAP uniforms.

1.5.1.2 Proficiency in individual and basic flight drill.

1.5.1.3 A basic understanding of the history and its mission CAP.

1.5.1.4 A basic understanding of Phases I and II of the CAP cadet program

1.5.1.5 A basic knowledge of the responsibilities and discipline expected of every California Wing cadet.

1.5.1.6 Basic knowledge of the in the ILP.

1.5.2 Expected performance: Each cadet will be present for all the material presentations during BCS, will complete the workbook and pass a final examination. Testing accommodations and modifications should be arranged for students with a learning disability. The arrangements should be executed discreetly and kept confidential by the Flight Training Officer under the direction of the Commandant.

1.6 Philosophy

1.6.1 The Basic Cadet School supplements and reinforces the Phase I introductory training conducted at the local unit. This program is intended to introduce a new cadet to the uniforms worn in Civil Air Patrol, drill movements ranging from stationery to basic drill while marching, and the 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 first CAP activity outside their home unit. Therefore, it is important the activity be well managed, organized, and professional.

1.6.2 While high standards for discipline should be maintained during the activity, stress levels should be kept to a minimum, as this will likely be a students' first exposure to non-squadron activities. The level of stress should be sufficient to encourage prompt responses to orders but not to a level that cadets would be fearful of making mistakes. BCS should be a positive experience for both students and their parents. Therefore, the Senior Staff is responsible for managing the stress level used by Cadet Staff. All Staff members and instructors should conduct themselves in a professional, competent, and business-like manner at all times (CAPP 52-23 Implementation Guide).

1.7 Organization

1.7.1 This school is designed to have approximately nine students per flight. The number of attendees is based on the needs of the hosting Group, qualified cadet and senior staff to adequately implement the goals of the school, and accommodations available based on the facility. The target grade of cadets to attend should be Cadet Airman Basic and Cadet Airman. Depending on time in grade, age, and home unit recommendations, the Commandant may use discretion in accepting student applicants. The school is organized as a cadet squadron and will emphasize proper procedures and chain of command.

1.8 The Flight

1.8.1 Throughout the course the use of the Flight is one of the most important tools of BCS. The Flight is composed of a Flight Commander, a Flight Sergeant, seven to seventeen students, and a Flight Training Officer (FTO). The students are assigned to a Flight during the check-in process the first evening. This Flight remains together throughout the course (eating, working, drilling, etc.). The Flight staff reinforces materials taught by class Instructors and provides independent instruction during pre-scheduled Flight Training Activities.

1.9 Senior Staff

1.9.1 The Commandant is a senior member with advanced knowledge of the Cadet Program. This person should possess strong experience and skill in interacting with both senior and cadet members. The Commandant must be particularly familiar with the introduction of new cadets to the program. The Commandant must also be familiar with leadership laboratory skills and have previously served on the staff at a BCS. The primary responsibility of the Commandant is to ensure that the BCS program is properly implemented. This includes adequate logistical support as well as successful implementation of the academic program. Modification of the guidelines established in the BCS Program Manual are not allowed without written request to modify and approval by the DCP.

1.9.2 Specific responsibilities include:

- 1.9.2.1 Ensuring that all the objectives for Basic Cadet School are met
- 1.9.2.2 Selection of staff
- 1.9.2.3 Supervising the quality and implementation of the BCS academic program
- 1.9.2.4 Ensuring that proper housing and meal arrangements are made
- 1.9.2.5 Ensuring the safety and well-being of every CAP member in attendance
- 1.9.2.6 Ensuring proper coordination with facility personnel
- 1.9.2.7 Ensuring appropriate maintenance of finance records
- 1.9.2.8 Ensuring all CAP directives are followed

(See Attachment 3 for Executive Staff Timeline)

1.9.3 The Executive Officer (formerly Project Officer) is responsible for the planning and preparation for the BCS including the administrative support prior to and during the school. The Executive Officer may interact with outside agencies (usually military bases) to secure facilities to support the school. The Executive Officer reports directly to the Commandant. A suggested Executive Officer checklist is included (Attachment 4).

1.9.4 The Safety Officer is responsible for the safety and welfare of all participants, both staff and students. The Safety Officer should conduct a Safety Survey of the Facilities (Attachment 6) prior to the start of the BCS. The Safety Officer must be educated in CAP's Safety Management System (especially the Safety Reporting System). Any safety hazards will immediately be reported to the BCS Commandant and corrected.

1.9.5 The Health Safety Officer (HSO) is an optional position based on qualifications if someone is available. The HSO should have background knowledge and working experience in the health field and assists the Safety Officer in the welfare of all participants, both staff and

students.

1.9.6 The Director of Training (DOT) is a discretionary position and should be filled by an experienced senior member with an instructional background. A Phase III or Phase IV cadet can work under the supervision of the DOT. The DOT coordinates instruction during the activity. This includes setting up instructors for each class, keeping the instructors accountable for the preparation of their assigned classes, reviewing each instructor's prepared materials before the activity, and providing feedback to the instructor regarding the class.

1.9.7 The instructors are responsible for the planning, preparation, and presentation of their classes. They must be thoroughly familiar with their specific topics and able to present them in an interesting and dynamic manner. In addition they should set a good example for the cadets in all areas such as uniform wear and customs and courtesies. Instructors should be senior members knowledgeable in the Cadet Program and/or Phase III or Phase IV cadets.

1.9.8 Flight Training Officers (FTOs) are senior members knowledgeable in the Cadet Program, with experience and skill interacting with cadets. They are responsible for the safety, health, and well-being of the cadets, and provide proper supervision at all times throughout the activity. The Flight Training Officer also provides training, guidance, and assistance to the flight staff. They should be available to the students for counseling, guidance, and feedback. They report to the BCS Commandant and are responsible for ensuring that the BCS training program is progressing in a satisfactory manner.

1.9.9 Assistant Flight Training Officers (Assistant FTOs) are senior members (or experienced cadet officers) with some knowledge of the Cadet Program and experience in interacting with cadets. This can be used as a training position to introduce members to the BCS program. They report to the FTOs and provide whatever assistance is necessary to ensure the flow of the training program.

1.9.10 An Administrative Officer may be assigned to the BCS at the discretion of the Commandant. The Administrative Officer is a cadet or senior member who provides administrative support to the BCS. This person will prepare rosters, graduation certificates, and/or any reports necessary for the BCS. If none is assigned, these duties are the responsibility of the Executive Officer.

1.9.11 Additional support personnel might be assigned at the discretion of the Commandant. These positions might include: Executive Officer, Director of Training, Finance Officer, and personnel assisting with communications, logistics, or transportation, as well as kitchen/mess help as needed, depending on the size or requirements of the BCS. Cadets or seniors (keeping in mind age and training requirements for certain positions) may be assigned these responsibilities.

1.10 Cadet Staff

1.10.1 The role of the Cadet Commander is to coordinate, command, and control cadet activities in order to ensure successful completion of the BCS. They monitor the training to see that it is progressing in a satisfactory manner. They train, direct, and monitor the cadet staff members to ensure they are properly carrying out their responsibilities. They set the standard and are 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 reports to the BCS Commandant.

1.10.2 The Cadet Executive Officer works directly under the supervision of the Cadet Commander. The Cadet Executive Officer is responsible for the support and logistical needs of BCS. The Cadet Executive Officer also works with the Senior Member Executive Officer. Some tasks will include overseeing the support staff, creating an in and out processing plan, and supporting the Cadet Commander.

1.10.3 The Cadet Director of Training (CDOT) is a discretionary position and should be filled by a Phase III or Phase IV cadet. The CDOT can work under the supervision of the DOT. The CDOT coordinates instruction during the activity. This includes setting up instructors for each class, keeping the instructors accountable for the preparation of their assigned classes, reviewing each instructor's prepared materials before the activity, and mentoring the cadet instructors by providing feedback on their classes and instructional effectiveness.

1.10.4 The First Sergeant provides assistance to the Cadet Commander. They maintain discipline at the squadron level. The First Sergeant is responsible for maintaining the schedule and ensures that everyone is informed of any schedule changes. They support the Flight Sergeants and assist with their training. In addition, they instruct and conduct the physical training at BCS.

1.10.5 The Flight Commander is responsible for the training, health, and well-being of the members of their flight. The Flight Commander sets the standard for professional conduct. They instruct the flight whenever necessary and assist 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 Cadet 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.

1.10.6 The Flight Sergeant maintains discipline at the flight level. They reinforce course material and set an example for the students in customs and courtesies, uniform wear, and military bearing. They assist the Flight Commander whenever possible and monitor the health and well-being of the cadets in the flight. They project a positive image toward the CAP Cadet Program and the BCS. As with any good leader, they treat the students with respect.

CHAPTER 2 - ADMINISTRATION

2.1 BCS Application Process

2.1.1 Basic Cadet School is the introductory course in the Integrated Learning Program, (ILP) and as such is conducted at the Group level. The Group Commander (or their designee) should initiate a request to host a BCS in the form of an email. The request should be submitted to the Director of Cadet Programs who will forward it to the Wing Commander for approval. This request should ideally be received 120 days prior to the expected date of the school.

2.1.2 California Wing policy for activity approval requires the submission of a CAWG Form 20 (Event Operations Plan) and a completed Operational Risk Management (ORM) Assessment. These documents should be completed in their entirety and attached to the email initially requesting permission to host the course by the prospective Group.

2.1.3 The curriculum for BCS is under the authority of the CAWG Director of Cadet Programs. When the event is approved, the DCP will forward the approved documents to the Commandant, copying the Group Commander and the BCS ILP Coordinator. No advertising of the proposed event should take place until this process is completed.

2.1.4 The ILP coordinator will furnish the BCS Commandant and Executive officer with the necessary documents, manuals and further information needed to conduct the school.

2.2 Facility Request

2.2.1 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 an Air Force facility, this request must be coordinated through the Director of Cadet Programs, and will require the submission of a Military Support Authorization (MSA). Examples of this template can be found in CAPR 10-1. California Wing has determined that many suitable facilities exist for hosting weekend schools. Ideally, facilities should contain: appropriate classrooms for the size of the activity, sleeping quarters for students and staff (male and female), bathrooms for males and females, including showers, a kitchen, and a suitable drill area. Commandants and Executive Officers should coordinate with other units, past Executive Officers, the ILP staff, and/or CAWG Cadet Program staff if support is needed to help find suitable facilities.

2.3 Military Support Authorization (MSA)

2.3.1 A Military Support Authorization (MSA) is required if the activity is held at an Air Force facility as referenced in CAPR 76-I. It is required that the MSA be submitted for approval at least 15 days prior to the commencement of the activity, in accordance with CAWGM 11-1. Be aware that the MSA requires the names, date of birth, and CAPID of all participants; this will require earlier application deadlines.

2.4 Marketing/Promotion

2.4.1 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 one-time 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.

2.4.2 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 information. All material should contain a request to forward it to interested cadets.

2.4.3 Do not rely on any one of the following methods to promote the BCS. For example, not all prospective students receive e-mail. The BCS can be advertised and promoted more effectively by using multiple advertising methods. 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 and advice will help determine which methods are most effective.

2.5 Flyers

2.5.1 An attractive and informative flyer or brochure is an ideal advertisement for BCS. Ideally, each cadet who meets the criteria of a BCS student should have the flyer to take home. The flyer should be spread via email to the California Wing distribution list (all@cawg.cap.gov), and it is a recommended practice to send follow-up emails. Additionally, encourage local Commanders to print and distribute to their Squadrons.

2.5.2 The flyer must present information as concisely as possible, generate excitement for the activity, and encourage the target cadet to attend. The flyer should include the school title, sponsor, dates, deadlines, cost, application procedure and location, as well as the name and phone number of a person to contact for more information.

2.5.3 Descriptive information on the flyer about the school should be brief and in headline form, including four or five topics at the most. The flyer should utilize graphics to enhance the content, being careful to avoid cluttering the presentation or using improper material. Colored paper should also be used to draw attention to the flyer.

2.6 Verbal Presentations

2.6.1 Verbal presentations at Group Commander's Calls, Cadet Advisory Council meetings and local units are important to create enthusiasm and excitement, as well as to further explain the school. Knowledgeable cadet and senior staff members should make these presentations; consider requesting the support of your Cadet Commander for the school. 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.

2.7 Commander's Call

2.7.1 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. Contact the appropriate Group Cadet Program Officer (CPO) and ask them to help promote the school.

2.8 Cadet Advisory Council (CAC)

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

2.9 Social Media

2.9.1 The integration of social media into daily lives has provided an increasingly effective tool to distribute information to cadets. Many Squadrons and Groups have Facebook pages that, along with CAWG's "CAWG Cadet Programs Info Page" on Facebook, serve as valuable resources for upcoming activities and photos. It is encouraged that the BCS staff determine the advertisement methods most suitable for the event/target audience.

2.10 Wing/Cadet Programs Calendar

2.10.1 To ensure the school is placed on the official CAWG calendar, contact the CAWG Webmaster at webmaster@cawg.cap.gov. Additionally, send an email to cp@cawgcadets.org with the details of the school so that the activity is placed on the www.cawgcadets.org website.

2.11 Student Application Procedures

2.11.1 Students should apply as far in advance as possible, and an application deadline must be established at least three weeks in advance to allow for proper administrative and logistical coordination. Specific deadlines that must be considered are: facility personnel notification, t-shirt ordering, food planning/purchasing, producing an MSA (for Air Force bases), etc.

2.11.2 Cadets must apply for the school using CAPF 31, "Application for Special Activities" with their Squadron Commander's certification and parent's signature completed. Payment (checks made out to "Civil Air Patrol") must accompany the application.

2.12 Acceptance Letters

2.12.1 The Commandant and/or Cadet Commander should send an email to each student and staff applicant with a letter of acceptance indicating reporting time, date, location, directions, equipment list, and an emergency contact number for use during the event at least two weeks prior to the school.

2.13 Participation Letters

2.13.1 Using the actual student attendance as a database, 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. This will serve as the official record of the participants. These letters should be given to each student as part of their graduation packet

(along with their certificate and other documents), and emailed to ILP Staff and the Director of Cadet Programs as part of the end-of-activity procedure.

2.14 Sign-In Procedures

2.14.1 A roster of the student and staff participants (cadet and senior) should be provided by the Administrative Officer and used as a check-in roster. Ideally, the Administrative Officer, Finance Officer, and Health Safety Officer should be present for the check-in process. The Commandant of the school must ensure that all cadets comply with all CAP Regulations (safety, medical, administrative, etc.) prior to allowing them to attend the school. Cadets may assist with the check-in process, but they must work under a qualified senior member.

2.15 Finance

2.15.1 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 Commandant. The average rate for weekend ILP activities (circa 2014) is approximately \$40.00 per participant and about \$10 less for staff, depending largely on facility costs.

2.15.2 Financial records should include a listing of applicants and fees paid, a listing of expenses, and receipts.

2.16 Final Report

2.16.1 Within two weeks of the completion of the school, the following must be emailed to the Director of Cadet Programs, California Wing and the ILP Coordinator:

- 2.16.1.1 Activity Final Report, including information from school critique forms
- 2.16.1.2 Participation Letter
- 2.16.1.3 Finance Report
- 2.16.1.4 CAPF 78 Mishap Report Form, if applicable.

NOTE: Documentation and administrative records should be retained by the sponsoring unit for a minimum of one year following the completion of the activity, after which they should be shredded.

CHAPTER 3 - OPERATIONS

3.1 Supplies

3.1.1 Administration, a computer and printer are required for the Administrative Officer to print rosters and graduation certificates. This computer can also assist during in/out processing.

3.1.2 Training, General classroom supplies such as clipboards, pens/pencils, and dry erase markers should be provided as needed. Students are required to bring their own notebooks and pens/pencils.

3.1.3 Audio Video Equipment, if utilized A/V equipment should be checked prior to the BCS to ensure proper function.

3.1.4 Student workbooks and the pre/post test should be preprinted and on hand at the start of the BCS.

3.1.5 Medical, the medical station should be supplied with a full first aid kit, and extra adhesive bandages and moleskin. First aid kit should be inspected before the start of the BCS to check for missing and expired supplies.

3.1.6 Manuals, the following manuals are required to be on hand during the entirety of the BCS. These may be in either digital or hardcopy form.

3.1.6.1 CAPM 50-1, Introduction to Civil Air Patrol

3.1.6.2 Learn to Lead, volumes I & II

3.1.6.3 CAPM 52-16, Cadet Program Manual

3.1.6.4 CAPM 39-1, Civil Air Patrol Uniform Manual

3.1.6.5 AFMAN 36-2203 Drill and Ceremonies

3.1.6.6 CAWGM 11-1, California Wing Administrative Procedures

3.1.6.7 CAWG BCS Program Manual

3.1.6.8 CAPP 52-18, Cadet Physical Fitness Program

3.1.6.9 CA Wing Jody Book

3.2 Facilities

3.2.1 It is important that facilities be selected that will support the goals and mission of this school.

NOTE: Use of Air Force facilities will be coordinated by the Director of Cadet Programs through the Pacific Region USAF Liaison Office (Reference CAWGM 11-1).

3.2.2 Billeting: Adequate and separate billeting must be provided for male and female students, keeping in mind the need for close supervision. This must include shower and restroom facilities for both males and females with sufficient water for the number of personnel at the activity.

3.2.3 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. Special dietary requirements of participants must be considered when planning meals. Dining facilities must be capable of supporting three meals on Saturday and two meals on Sunday for staff and students. Dinner on Friday evening for staff can be provided during the evening staff meeting. The classroom(s) should not be used as a dining facility.

3.2.4 Classrooms: At least one classroom must have adequate seating for all students and staff (approximately 75 people). The main classroom must have white board and overhead projection capacity. Adequate lighting and ventilation is necessary for a proper learning environment. Restrooms should be available nearby.

3.2.5 Drill Area: Drill area must be large enough for formations, for squadron drill, and for the Flights to practice separately. The drill pad should be level and made of concrete or asphalt. This area must be free of moving vehicles.

3.2.6 Transportation: Transportation must be provided unless facilities are within marching distance.

3.3 Staff Selection

3.3.1 The BCS Commandant is selected by the local Group Commander (or their designee) with the approval of the Director of Cadet Programs. The selection of Commandant is vital to the success of the school. This individual must be familiar with the Cadet Program in general and the BCS program in particular.

3.3.2 The BCS Commandant is responsible for the selection of the Executive Officer. For this school the Commandant may choose to handle the responsibilities of the Executive Officer.

3.3.3 The BCS Commandant will select the senior staff and can assist in the selection of instructors, comprised of senior members and senior cadets who have expressed an interest in participating. A publicity letter may be distributed to senior members who are interested in the Cadet Program to recruit individuals who might not otherwise be aware of the opportunity. The BCS Commandant should also attempt to contact Cadet Program personnel within the sponsoring group and squadrons that are sending cadets as possible senior staff members.

3.3.4 The BCS Commandant will select the cadet staff from applications consisting of: a letter of intent, resume, and CAP Form 31.

3.4 Training Execution

3.4.1 In-Processing sets the standard of professionalism and stress for the weekend. Clear organization is crucial. An in-processing plan must be formulated and briefed to key personnel on staff. The Commandant and Cadet Commander should develop this plan as soon as facility layouts are confirmed. The following tasks must be completed during the In-processing:

- 3.4.1.1 Forms checked for completion
- 3.4.1.2 Medical Station (Senior Staff)
- 3.4.1.3 Money received
- 3.4.1.4 Flight Assigned

3.4.1.5 Parents briefed on graduation and dismissal time

3.4.1.6 Confirm “Go Home Plan”

3.4.2 Staff-Student Interaction. It is essential that the cadet and senior staff remain highly visible at all times. Staff personnel will maintain a professional appearance at all times and exemplify the standard that the students will follow. 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.

3.4.3 Staff Briefing/Meetings. The Commandant and the Executive Officer will brief the staff on the logistics and academic arrangements for the school during an initial staff briefing. This will include a safety and medical briefing. Staff meetings will be held at the end of the day on Friday and Saturday, at a final staff meeting to review student critique forms, and any other times as required by the Commandant to facilitate the smooth operation of the school. Staff meetings will typically include a discussion of the training as well as the schedule for the following day.

3.4.4 Cadet Staff Evaluations. Each FTO will evaluate their cadet Flight Staff at the end of BCS using a CAPF-50-6. This evaluation will be for the benefit of the individual cadet staff member in an effort to identify strengths, focus attention on areas for improvement, and to provide specific direction for self-improvement in the future.

3.4.5 Student Feedback. Each student will complete a Student Critique Form at the end of the final classroom session. The staff should review the critiques at the final staff meeting to highlight positive points as well as suggestions for improvement. Highlights from the student critiques should be read to the staff. A summary of the critique should be included in the final report.

3.5 Training Conclusion

3.5.1 Honor Cadets. The flight staff and FTO of each flight will select an Honor Cadet based on attitude and performance during the BCS, The Commandant is responsible for selecting the BCS Honor Cadet based on the flight staff’s recommendations. All Honor Cadets will have their respective award prominently annotated on their graduation certificate.

3.5.2 The graduation ceremony will be a standard formation held in accordance with AFMAN 36-2203 Chapter 5.3. The Flight Honor Cadet will take the position of flight guide or first element leader. The cadet receiving the BCS Honor Cadet Award will be called forward individually to receive their certificate from the Commandant.

3.5.3 Flight Commanders will present the graduation certificates individually to each member of the flight. Flight staff may offer their contact information so they can be a future resource. This fosters a great sense of team between staff members and new CAP members.

3.5.4 Out-Processing. Occurs at the close of the activity. All students and cadet staff must formally sign out of the activity. A senior member must verify that all cadets depart using their

provided “Go Home Plan”.

3.5.5 A final staff meeting will be held after the students have signed out to review the students’ critique forms and allow for a debriefing of the activity. No staff member, cadet or senior, may leave until the being dismissed by the Commandant.

CHAPTER 4 - INSTRUCTION

4.1 Types of instruction

4.1.1 BCS courses are categorized into three types: interactive lecture, field activity, and laboratory. The material is presented first in lecture format, followed by field activity or workbook completion to provide immediate reinforcement. Laboratories, such as the drill labs and the uniform lab, allow students to practice what they have just learned under the direct supervision of staff members.

4.2 Training Model

4.2.1 The course outlines provided in Attachment 2 are guides for instructors to ensure course objectives are met within the assigned time frame. Instructors are expected to prepare for their assigned class by researching the source material, reviewing the outline, preparing appropriate visual aids, and ensuring the classroom is suitable for student learning. Lessons should follow the simple three-part format of Introduction, Instruction, and Conclusion.

4.2.2 Introduction: The instructor will introduce themselves, give a brief overview of the lesson to be covered, state the learning objectives, and cite relevant reference material.

4.2.3 Instruction: The lesson will be presented in a clear and organized matter, ensuring that information covered in the learning objectives is adequately presented and retained by students.

4.2.4 Conclusion: Summarize the lesson that has taught, restate the learning objectives, and answer any questions regarding the lesson as time permits

4.3 Be, Know, Do

4.3.1 Be: Instructors will maintain a high level of professionalism while teaching. Creation of a positive and constructive atmosphere allows for the thorough exchange of ideas and provides a proper learning environment.

4.3.2 Know: Instructors are expected to research their topic sufficiently to be considered a subject matter expert. The first step in preparing a class is to reference the source material for the topic. Sharing the source with the students not only establishes credibility, but also provides students a starting point for future research and awareness. Instructors should have a detailed knowledge of the source material even if the block of instruction only covers a basic overview. This knowledge can assist the instructor in identifying pertinent information to include in the training and enable the instructor to answer questions related to the subject matter.

4.3.3 Do: Instructors will build their class around the subject matter outlined in Attachment 2. Preparing appropriate visual aids, and ensuring the class location is conducive to the training requirements. It is paramount that instruction is clear and easy to understand, suitably paced, and adequately detailed. Students need to be able to practice the skill under guided instruction with feedback, and demonstrate proficiency of the new skill. Students need to be able to demonstrate an understanding of the knowledge gained. Remember that the students

are new to the concepts and terminology being introduced.

4.4 Time

4.4.1 The times listed for each class are based on the experience from prior Basic Cadet Schools, and should be appropriate for introducing new students to the subject. Instructors should rehearse their class to ensure it adequately fits the time allotted. The instructor must remember that their class must fit within the overall BCS schedule, regardless of the importance of the material to the instructor.

4.5 Learning Objective

4.5.1 Learning objectives are specific, measurable requirements that each student should be able to demonstrate, by the conclusion of the BCS. These Requirements are quantified by the drill test and post test.

4.5.2 Pre/Post Test, each student will take the pretest during in-processing on Friday to obtain a baseline of present levels of functioning. The same test will be administered after the last class on Sunday to evaluate student retention of material taught throughout the BCS. The DOT will collect data on student growth by comparing scores from the two exams. The comparative data should be used to provide feedback on effectiveness of instructors and instruction.

4.5.3 At the end of instruction, learning objectives need to be reviewed, along with how students can apply their new knowledge and/or skill. The Instructor should take several minutes at the end of class to complete the corresponding workbook page with the students.

ATTACHMENT 1 - COURSE LIST

Course #	Course Title	Presentation	Duration
101	BCS Introduction	Interactive Lecture	45 min
102	CAP History and CAP Missions	Interactive Lecture	45 min
103	Introduction to Cadet Protection Policy	Interactive Lecture	45 min
104	Introduction to CAP Structure and Activity Programs	Interactive Lecture	60 min
105	National Cadet Special Activities	Interactive Lecture	45 min
106	Cadet Programs and Promotions	Interactive Lecture	30 min
107	Cadet Physical Fitness (PT) Program	Interactive Lecture	20 min
108	Physical Training I & II	Activity	60 min
109	Attitude and Discipline	Interactive Lecture	45 min
110	Cadet Responsibilities	Interactive Lecture	30 min
111	Customs and Courtesies	Interactive Lecture	45 min
112	Core Values/Character Development	Interactive Lecture	60 min
113	Cadet Honor Code	Interactive Lecture	30 min
114	The Uniform	Interactive Lecture	60 min
115	Uniform Lab	Interactive Lab	60 min
116	Inspection Lab	Interactive Lab	30 min
117	Drill and Ceremonies	Interactive Lecture	30 min
118	Drill Lab I	Interactive Lab	60 min
119	Drill Lab II	Interactive Lab	60 min
120	Drill Lab III	Interactive Lab	90 min
121	Drill Lab IV	Interactive Lab	90 min
122	Team Building Exercise	Activity	60 min

22 classes: 18.3 hours

ATTACHMENT 2 - COURSE OUTLINES

2.1 Overview

2.1.1 The following are course outlines for all classes required for BCS. Instructors are required to base their classes on the outlines provided in this attachment, and will ensure that all learning objectives are covered.

2.1.2 Instructors will create or obtain visual aids as appropriate to enhance the students learning experience. Examples of visual aids include: computer slide presentations, overhead slides, video clips, white boards,

2.1.3 These outlines are not intended to be used verbatim in a presentation. Instructors should use this outline as a guide to construct a presentation. Read all referenced material and citations.

2.2 Basic Cadet School Introduction

2.2.1 BCS Course 101

2.2.1.1 Duration: 45 min

2.2.1.2 Instructor: Commandant; Cadet Commander; Safety Officer

2.2.1.3 Reference: BCS Program Manual, CAPR 52-16

2.2.2 Educational Goal: By the end of this instructional block, students will understand the atmosphere and objectives of the Basic Cadet School by being able to:

2.2.3 Objectives:

2.2.3.1 Give a brief overview of the five classes to be studied at BCS

2.2.3.2 Adhere to the standards of conduct during the school

2.2.3.3 Identify safety guidelines

2.2.3.4 Give a brief overview of the school

2.2.4 Outline:

- Introduction
 - Introduce senior and cadet staff.
 - Introduce the Integrated Leadership Program.
 - BCS
 - ATS
 - NCOS
 - SNCOS
 - COBC
 - ACSS
- Objectives of Basic Cadet School.
 - Working knowledge of CAP organization, history, and missions.
 - Working knowledge of CAP cadet program.
 - Working knowledge of basic drill movements.
- Overview classes
 - Structure of CAP
 - Followership & leadership development
 - Drill and ceremonies
 - Cadet progression
 - Physical fitness – note the importance of this in the cadet careers and life
- Overview schedule
- Define rules
 - Understand the responsibilities and discipline required of all cadets.
- Safety Briefing-Conducted by Safety Officer
- Describe the cadet's expected performance.

2.2.5 Conclusion: Review course learning objectives.

2.3 CAP History and Missions

2.3.1 BCS Course 102

2.3.1.1 Duration: 30 min

2.3.1.2 Instructor: Staff

2.3.1.3 Reference: CAPP 50-5

2.3.2 Note to Instructor: The purpose of this class is to intrigue the student. The students should not be bogged down with in-depth information that may not be retainable.

2.3.3 Educational Goal: By the end of this instructional block, students will understand the origin of Civil Air Patrol and CAP's mission by being able to:

2.3.3.1 State foundation date of CAP

2.3.3.2 List three wartime activities of CAP

2.3.3.3 State the threefold mission of Civil Air Patrol

2.3.4 Outline:

- Establishment
 - 1 December 1941
 - Maj Gen John F. Curry
- Wartime Activities
 - Coastal patrol
 - German "U-boat" submarines
 - Search and rescue
 - Cargo and courier
 - Border patrol
 - Forest patrol
 - Target towing
 - Mercy missions
 - Pilot recruiting and training
- Early Objectives
 - Promote aviation
 - Establish radio network
 - Provided a type of "homeland security"
 - Provide encampments
 - Provide flight scholarships
 - Encourage model airplane building and flying
 - Assist veterans in finding employment
 - Special projects
 - Airport Development
 - Pilot Training
- CAP Mission Today: Threefold mission
 - Emergency Services
 - Mission - To provide search and rescue, disaster relief services and civil defense preparedness.

- Search and Rescue
- Disaster Relief
- Humanitarian Services
- Air Force Support
- Counterdrug
- Homeland Security
- Aerospace Education
 - Mission - To provide knowledge, skills, and attitudes leading to understanding of the total impact of air and space vehicles upon our society.
 - Introduction to Flight
 - Aircraft Systems and Airports
 - Air Environment
 - Rockets
 - Space Environment
 - Spacecraft
 - Supplemented by
 - Orientation flights
 - Field trips
 - Projects
 - STEM Kits
- Cadet Program
 - Mission - The Cadet Program transforms youth into dynamic Americans and aerospace leaders.
 - Leadership Laboratory
 - Aerospace Education
 - Character Development
 - Physical Fitness
 - Activities Program

2.3.5 Conclusion: Review course learning objectives and emphasize questions 1 and 2 on the pre/post test.

2.3.6 Take several minutes at the end of class to complete the corresponding **workbook** page for this class with the cadets to ensure they are following along and comprehending material:

2.4 Introduction to the Cadet Protection Policy

2.4.1 BCS Course 103

2.4.1.1 Duration: 45 min

2.4.1.2 Instructor: Senior Member or Cadet over 18

2.4.1.3 Reference: CAPR 52-10, CAPR 52-16

2.4.2 Educational Goal: By the end of this instructional block, students will understand how the Cadet Protection Program works to protect them by being able to:

2.4.2.1 State the purpose of the Cadet Protection Program

2.4.2.2 Discuss the application of the Cadet Protection Program in terms of their cadet experience

2.4.2.3 Explain the importance of the Cadet Protection Program in terms of training experience and personal integrity

2.4.3 Outline:

- Purpose of Cadet Protection Program
 - Protects cadets who are minors in our care
 - Protects senior members and cadets over 18
 - Protects CAP as a corporation
- Components
 - FBI Background screening
 - Abuse reports
 - Cadet Protection Wingman Course: This course informs cadets of CAP policies regarding abuse and prepares them to become “effective wingmen” who know how to look out for a fellow cadet’s well-being and how to respond to a potentially abusive situation.
- Reasonable expectations
 - Safe environment
 - Reasonable comfort and welfare
 - Drug- free
 - Free from
 - Discrimination
 - Harassment
 - Sexual abuse
 - Physical abuse
 - Emotional abuse
- Hazing
 - Definition: “any conduct whereby someone caused another to suffer or to be exposed to any activity which is cruel, abusive, humiliating, oppressive, demeaning, or harmful” (CAPR 52-10, pg. 2)
 - The intense nature of some CAP activities is not hazing if it does not violate the definition given above. (See CAPP 52-23 for definitions and discussions on appropriate training intensities.)

- If hazing is experienced or observed talk to a trusted senior member right away.

2.4.4 Conclusion: Review course learning objectives and emphasize questions 3 and 4 on the pre/post test.

2.4.5 Take several minutes at the end of class to complete the corresponding workbook page for this class with the cadets to ensure they are following along and comprehending material:

2.5 Introduction to CAP Structure and Activity Programs

2.5.1 BCS Course 104

2.5.1.1 Duration: 60 min

2.5.1.2 Instructor: Staff

2.5.1.3 Reference: CAPP 50-5, CAPR 52-16

2.5.2 Educational Goal: By the end of this instructional block, students will understand Civil Air Patrol's structure and the squadron and wing activities that compose the cadet activity program by being able to:

2.5.2.1 Identify levels of CAP organization

2.5.2.2 List the courses of the Integrated Leadership Program

2.5.2.3 List an activity from levels covered in this class

2.5.3 Outline:

- CAP Non-profit Corporation
 - Not a part of the USAF
 - Civilian Auxiliary established by Congress
 - Follows Air Force structure
- Integrated Leadership Program
 - Basic Cadet School (BCS)
 - Airman Training School (ATS)
 - Cadet Non-Commissioned Officer School (NCOS)
 - Senior Non-Commissioned Officer School (SNCOS)
 - Cadet Officer Basic Course (COBC)
 - Advanced Cadet Staff Seminar (ACSS)
- Squadron
 - Basic operational unit of CAP
 - Squadron activities
 - Drill team/Color Guard
 - Orientation flights
 - Emergency Services training
 - Model rocketry
 - Fun/Other
- Wing
 - Commander –
 - 52 Wings
 - Composed of groups/squadrons
 - Wing Activities
 - Encampment
 - Cadet Training Group
 - Teaches success through discipline and teamwork

- One week
 - Requirement for Billy Mitchell Award
- Cadet Competition
- Drill Competition
- Color Guard Competition
- Cadet Programs Conference
 - Forum for cadets throughout the wing to interact
 - Present activities and new programs for upcoming year
 - Includes seminars on various enjoyable subjects both related and unrelated to CAP.
- Drill and Ceremonies School/ Advanced Drill and Ceremonies School
 - In depth understanding of drill and ceremonies in accordance with AFMAN 36-2203
- Region
 - Commander –
 - Eight regions
 - Composed of wings
- National
 - National Commander –
 - Location

2.5.4 Conclusion: Review course learning objectives and emphasize questions 5 and 6 on the pre/post test.

2.5.5 Take several minutes at the end of class to complete the corresponding workbook page for this class with the cadets to ensure they are following along and comprehending material:

2.6 National Cadet Special Activities (NCSA)

2.6.1 BCS Course 105

2.6.1.1 Duration: 45 min

2.6.1.2 Instructor: Staff (Preferred to be someone who has attended a NCSA)

2.6.1.3 Reference: CAPR 52-16; Volunteer Magazine (Jul-Sept 2014 33-36); video

clips

2.6.2 Note to Instructor: Review, and explain in-depth, a variety of NCSAs. Listed below are a few options to choose from (other activities may also be used). Review current and accurate information on www.ncsas.com. The instructor or any staff members that have attended any NCSAs, should discuss those experiences in place of the activities suggested.

2.6.3 Educational Goal: By the end of this instructional block, students will understand the variety of opportunities available for cadets (who meet requirements) at the national level of Civil Air Patrol by being able to::

2.6.3.1 List three National Cadet Special Activities, including a description for each

2.6.3.2 Describe the application and selection procedure for National Special

Activities

2.6.4 Outline:

- International Air Cadet Exchange (IACE)
 - Promote international goodwill
 - Exchange with similar organizations in North America, Europe, Africa, and Asia
 - Two to three weeks in host country
 - Transportation, food and lodging provided
- National Blue Beret (NBB)
 - 2 weeks in Oshkosh WI, as a part of the EAA AirVenture
 - Qualify for UDF, MRO, and Flightline Marshaller
 - Be a part of the biggest air show in North America
- Cadet Officer School (COS)
 - Increase effectiveness of Cadet Officers
 - Broaden leadership and management experience
 - Curriculum includes psychology of leadership, problem solving techniques, public speaking, physical training, and field exercises
 - Ten days at Maxwell AFB, AL
- Air Education and Training Command Familiarization Course (AETCFC)
 - Stimulate interest in USAF as career
 - Curriculum includes operation of a training wing, visits to control tower, air search and rescue orientation, and the possibility of orientation rides
 - One week at AETC Undergraduate Pilot Training bases
- Air Force Space Command Familiarization Courses (AFSCFC)
 - Stimulate interest in USAF as a career

- Curriculum includes in-depth look at Air Force space programs, orientation to NORAD or KSC, flight simulator training, and the possibility of orientation flights
- Pararescue Orientation Course (PJOC) and Advanced PJOC
 - Curriculum includes orienteering, survival training, rappelling, and rescue techniques
 - One week at USAF Pararescue School, Kirkland AFB, New Mexico
- National Flight Academy - Glider Track
 - Provide ground and flight instruction in sailplane
 - Curriculum includes both ground and flight instruction in sailplanes
 - One week course at one of several locations (New Mexico, Colorado, Hawaii, Georgia, Connecticut)
- Undergraduate Pilot Training Familiarization Course
 - Simulated Pilot training for one week
 - Work alongside USAF students who are going through the same training.
- Advanced Technologies Academy
 - Learn CAP's role in providing disaster relief through aerial photography
 - Training on ARCHER (Airborne Real-time Cueing Hyper-spectral Enhanced Recon) and then fly ARCHER sorties
 - Learn about and fly with GIIEPS (Geospatial Information Interoperability Exploitation - Portable)
- Civic Leadership Academy
 - A 10 day academically-focused activity in Washington D.C.
 - Behind the scene tours and briefings at the Capitol, Supreme Court, State Department, Pentagon, CIA, FBI, Arlington National Cemetery, and more.
- Hawk Mountain Search and Rescue School
 - SAR and emergency services training.
 - Learn navigation, search techniques & equipment, communication skills, woodsmanship, campsite selection & equipment, first aid, patient evacuation, specialized equipment, health & nutrition, and survival skills.
- CyberPatriot
 - Cadets who compete and qualify for national finals earn the special activities ribbon
- Visit www.ncsas.com to view current and new activities offered.
 - Describe the application and selection procedures for National Special Activities

2.6.5 Conclusion: Review course learning objectives and emphasize questions 7 and 8 on the pre/post test.

2.6.6 Take several minutes at the end of class to complete the corresponding workbook page for this class with the cadets to ensure they are following along and comprehending material:

2.7 Cadet Promotions

2.7.1 BCS Course 106

2.7.1.1 Duration: 30 min

2.7.1.2 Instructor: Staff

2.7.1.3 Reference: CAPR 52-16, CAPVA 52-100, Stripes to Diamonds

2.7.2 Educational Goal: By the end of this instructional block, students will understand the phases of the cadet program and steps necessary to promote by being able to:

2.7.2.1 Name the Cadet Program's four phases

2.7.2.2 List topic areas which the cadet will be tested on

2.7.2.3 List and describe the steps necessary to promote

2.7.3 Outline:

- Phases of the cadet program
 - Phase I- The Learning Phase
 - C/Amn- General J. F. Curry
 - C/A1C- General H. "Hap" Arnold
 - C/SrA- Mary Feik
 - Leadership Requirements for Phase I
 - Positive attitude, optimistic, enthusiastic, team-oriented
 - Aware of Core Values, honest, wears uniform properly, customs and courtesies
 - Listens actively, attentive, asks good questions
 - Follows directions, dependable, arrives ready to learn and serve, effective in time management
 - Phase II- The Leadership Phase
 - C/SSgt- The Wright Brothers
 - C/TSgt- Captain Eddie Rickenbacker
 - C/MSgt- Charles A. Lindbergh
 - C/SMSGt- General Jimmy Doolittle
 - C/CMSGt- Doctor Robert H. Goddard
 - C/CMSGt- Neil Armstrong
 - Leadership Requirements
 - Based on leadership-level expectations
 - Phase III- The Command Phase
 - C/2d Lt- William "Billy" Mitchell
 - C/1st Lt – Administrative Officer
 - Leadership Requirements
 - Based on command-level expectations
 - Phase IV- The Executive Phase
 - C/Capt.- Amelia Earhart
 - C/Maj – Operations Officer
 - C/LtCol- Ira C. Eaker
 - C/Col- Carl Spaatz
 - Leadership Requirements

- Based on command-level expectations
- How to promote
 - Demonstration of how to log into and take a test on eServices
 - Promotion Criteria
 - 56 days in grade
 - Leadership (Online-Open Book)
 - Milestones on paper (Closed Book)
 - Aerospace (Online- Open Book)
 - Milestones on paper (Closed Book)
 - 1 module per achievement for phases 1-2, 3 chapters per achievement for phases 3-4 (Journey of Flight)
 - Milestone tests are two separate comprehensive exams (Leadership and Aerospace, except Wright Brothers) of everything expected to have learned up to that point
 - Character Development (participate in one lesson per achievement)
 - Cadet Physical Fitness Test (needed for every achievement/promotion) (Squadron)
 - Drill Test- CAP Test 78-2 (Available Online)
 - Up to Mitchell Award
 - Participate actively in activities
 - Recitation of the cadet oath
 - Cadets must be upholding all aspects of the Cadet Oath in order to be eligible to promote
 - Promotion Review Board (Required once per phase in correlation with a CAPF 50 series)

2.7.4 Conclusion: Review course learning objectives and emphasize questions 9 and 10 on the pre/post test.

2.7.5 Take several minutes at the end of class to complete the corresponding workbook page for this class with the cadets to ensure they are following along and comprehending material:

2.8 Physical Training I & II

2.8.1 BCS Course:

2.8.1.1 Duration: 90 min total (45 min each session)

2.8.1.2 Instructor: First Sergeant and Flight Sergeants

2.8.1.3 Reference: CAPP 52-18, CAWGOI 52-16-1, NCOS Student Handbook, Army FM 22.20

2.8.2 Note to Instructor: Use this outline as a guide to construct a presentation. Read all referenced material and citations. If superseded by a national regulation, the dialogue contained herein becomes void.

2.8.3 Educational Goal: By the end of this field activity, students will be able to assemble in standard Physical Training ("PT") formation and complete physical fitness requirements. This activity will increase the students' morale, team spirit, self-discipline, and awareness of the need for physical conditioning by being able to:

2.8.3.1 Complete a series of five basic physical exercises in formation

2.8.3.2 Perform the drill movement "Double Time" properly

2.8.3.3 Perform the necessary spacing movements in formation for PT

2.8.3.4 At end of exercise students should have completed PT as an introduction to the training day, and in preparation for the Cadet Physical Fitness Test. Students should also understand areas in which they need to improve.

2.8.4 The cadet NCO staff conducts PT. Cadet officers participate at the rear of the formation, correcting poor performance. PT is performed in the following sequence: forming, rotational, stretching, calisthenics, aerobic activity, and cool-down.

2.8.5 Formation Procedure. When squadrons assemble for a PT session, flights need to ensure they leave enough room between flights to absorb the extension of the flight to double arms interval. Use the following sequence of commands to form an extended rectangular formation:

1. The First Sergeant will direct Form for PT.
2. Flight Sergeants will command Extend to the Left, MARCH.
3. In line formation, element leaders stand fast and all cadets raise both arms to their sides to shoulder level, moving to the left, with 12" between fingertips.
4. The command Arms Downward, MOVE is given by the Flight Sergeant and all cadets lower their arms sharply to the sides.
5. The Flight Sergeant will command Left, FACE and again Extend to the Left, MARCH.
6. The first element stands fast & raises their arms. All cadets to the left of first element move quickly to the left to obtain double interval with 12" between fingertips.

7. The command Arms Downward, MOVE is given by the Flight Sergeant and all cadets lower their arms sharply to the sides.
8. The Flight Sergeant commands Right, FACE then From Front to Rear, COUNT OFF.
9. All cadets in an element turn their heads to the right, count off their element number over their shoulder (i.e. First element counts "ONE" over their shoulder, second element counts "TWO", etc.), then return to the position of attention.
10. The Flight Sergeant then commands Even Numbers to the Left, UNCOVER. All cadets in an even numbered element take one large step to the left, centering between the two cadets of the element in front.
11. To re-form a flight in line, the command is: Assemble to the Right, MARCH. All cadets move quickly to their original positions so the flight is In Line at normal interval.

2.8.6 Calisthenics Procedures:

1. Sequence. Bring the unit to attention, name the exercise, move cadets into the start position [if different from the position of attention], then begin the exercise in cadence.
2. To halt the exercise, the First Sergeant controls the formation by using a rising vocal inflection for the final repetition of the exercise.
3. After cadets have halted, the First Sergeant says, Position of Attention, MOVE [if the starting position is anything other than the position of attention.]
4. The First Sergeant may move directly into the next exercise, or may command AT EASE.

2.8.7 Example of Verbal Commands:

1SGT: *"The first exercise of the day is the [Name of Exercise]"*

Flight: *"The [Name of Exercise]"* - This is done in a loud and echoing manner.

1SGT: *" The [Name of Exercise] is a four count movement done at a moderate cadence, I will count the cadence and you will count the repetition. At the inflection of my voice, you will halt. The starting position is [Name Starting Position]. Are there any questions?"*

****This is an opportunity for the 1SGT to have the Flight Sergeants demonstrate to the flights if this is the first time an exercise has been done. The 1st Sergeant will give the following supplemental commands until the exercise has begun. At which point the flights will count in cadence until the indicated inflection for halt.****

1SGT: *"Squadron"*

Flight SGT: *"Flight"*

1SGT: *"ATTENTION"*

1SGT: *"Start Position, MOVE"*

1SGT: *"In cadence, EXERCISE"*

1SGT: “*One, two, three*”

Flight: “*ONE*”

This count continues sequentially until a voice inflection indicates a halt.

1SGT: “*One, two, three*” – [Inflected Count]

Flight: “*Halt*”

1SGT: “*Position of attention, MOVE*”

2.8.8 Cool-Down. Never suddenly stop aerobic activity. This can cause pooling of the blood and can lead to a serious medical problem, depending on the intensity of the exercise. At the very least, this will teach a bad habit at the conclusion of exercise. After the aerobic activity, have cadets slowly return to a normal heart rate by walking, then conducting some stretches. This will help both the cool-down and may help reduce soreness the following day.

2.9 Attitude and Discipline

2.9.1 BCS Course 109

2.9.1.1 Duration: 45 min

2.9.1.2 Instructor: Staff

2.9.1.3 Reference: Learn to Lead Vol. 1 Chapter 1, 2, CAWG OI 52-16-1 Chapter 6

2.9.2 Educational Goal: By the end of this instructional block, students will understand the attitude and discipline expected of a CAP cadet by being able to:

2.9.2.1 Describe self-discipline and group discipline

2.9.2.2 Describe attitude and enthusiasm

2.9.2.3 Describe how attitude affects the group

2.9.3 Outline:

- Attitude
 - Defined as the state of mind that lies behind every action.
 - Positive or Negative
 - Attitude in facial expressions, gestures, posture, and tone of voice
 - Contagious
 - Enthusiasm defined as intense and eager enjoyment, interest, or approval
 - Associates directly to a positive attitude
- Self-Discipline
 - Definition: the ability to direct your thought, emotions, and actions toward a meaningful purpose.
 - Self-discipline pertaining to the individual and personal choices
 - Self-discipline on the drill pad
 - Wearing uniform properly, knowing memory work, and participating in classes all help build self-discipline
 - Definition of Military Discipline
- Group-Discipline
 - Group discipline is teamwork
 - Relies on team members to have good self-discipline
 - Following directions
- Team Morale
 - Easier and more fun to work with a positive, happier team
 - Esprit de corps: feelings of loyalty, enthusiasm, and devotion to a group among people who are members of the group

2.9.4 Conclusion: Review course learning objectives and emphasize questions 11 and 12 on the pre/post test.

2.9.5 Take several minutes at the end of class to complete the corresponding workbook page for this class with the cadets to ensure they are following along and comprehending material

2.10 Cadet Responsibilities

2.10.1 BCS Course 110

2.10.1.1 Duration: 30 min

2.10.1.2 Instructor: Cadet Commander

2.10.1.3 Reference: Learn to Lead Vol 1, Ch 1, Page 14-15.

2.10.2 Educational Goal: By the end of this instructional block, students will understand their own position in, obligations to, and privileges of the CAP Cadet Program by being able to:

2.10.2.1 Identify the status of a cadet within the organization.

2.10.2.2 Discuss the commitment between members and organization.

2.10.2.3 Discuss the significance of the cadet oath and re-affirm commitment to it.

2.10.2.4 Discuss the privileges and responsibilities as the U.S. Air force's Auxiliary.

2.10.2.5 Discuss their relationship as a cadet with Civil Air Patrol senior members.

2.10.2.6 Discuss their responsibilities to themselves, and to the organization.

2.10.3 Outline:

- Cadet
 - Definition: Officer in training
 - Historical perspective
 - Service Academies
 - Similar cadet programs, U.S. and other countries
 - Cadet grade structure
 - Difference between NCO and Officer
 - Has no command or general military authority
- Review the Cadet Oath and Obligations to CAP
 - Attend meetings and participate in activities
 - Obey regulations and officers
 - Wear uniform properly
 - Progress in training
- Importance and significance of the Cadet Oath
 - Oath is a solemn promise
 - Symbolizes commitment to themselves and the Program
- Obligation of CAP
 - Administer the program
 - Provide training
 - Provide activities
- Responsibility to USAF
 - Wear uniform properly
 - Professionalism
- Responsibility to senior members
- Responsibility to CAP
 - Volunteering to join means making a commitment

2.10.4 Conclusion: Review course learning objectives and emphasize questions 13 and 14 on the pre/post test.

2.10.5 Take several minutes at the end of class to complete the corresponding workbook page for this class with the cadets to ensure they are following along and comprehending material:

2.11 Customs and Courtesies

2.11.1 BCS Course 111

2.11.1.1 Duration: 45 min

2.11.1.2 Instructor: Staff

2.11.1.3 Reference: Learn to Lead Vol. 1 Ch. 1, AFMAN 36-2203, CAPP 151

2.11.2 Educational Goal: By the end of this instructional block, students will understand the customs and courtesies in Civil Air Patrol and understand their importance by being able to:

2.11.2.1 Define customs and courtesies

2.11.2.2 State proper verbal greetings in various situations (outdoor and indoor)

2.11.2.3 Demonstrate proper reporting procedures

2.11.3 Outline:

- Definitions (Learn to Lead Vol I, pg 16)
 - Custom
 - Courtesy
- General Courtesies
 - Use of titles
 - “Sir”, “Ma’am”, “Ladies”, “Gentlemen”, “Sergeants”
 - Full titles vs. shortened titles
 - i.e. Cadet Captain Amelia Earhart vs. Captain Earhart
 - Grade and Rank
 - Grade is a title (cadet, airman, sergeant, lieutenant, captain, major, colonel)
 - Rank is seniority within grade
 - Exchange of Salutes
 - AFMAN 36-2203 para 3.6
 - Verbal Greetings
- Reporting Procedures
 - Learn to Lead Vol. I, pg 19
- Honoring the Colors and Pledge of Allegiance
 - CAPP 151 Respect on Display

2.11.4 Conclusion: Review course learning objectives and emphasize questions 15, 16 and 17 on the pre/post test.

2.11.5 Take several minutes at the end of class to complete the corresponding workbook page for this class with the cadets to ensure they are following along and comprehending material:

2.12 Core Values/Character Development

2.12.1 BCS Course 112

2.12.1.1 Duration: 60 min

2.12.1.2 Instructor: Chaplain or CDO on Sat evening or Sun morning

2.12.1.3 Reference: Learn to Lead Vol. 1, CAPP 50-2

2.12.2 Educational Goal: By the end of this instructional block, students will understand the importance and application of Civil Air Patrol Core Values to the individual cadet by being able to:

2.12.2.1 State the Core Values of CAP

2.12.2.2 Discuss the application of the Core Values in the cadet program

2.12.2.3 Explain the importance of the Core Values in everyday life

2.12.3 Outline:

- CAP Core Values
 - Core Values defined as: the Core Values are the four basic qualities CAP expects all members to display at all times
 - Mirrors core values of USAF (CAPP 50-2)
 - USAF Core Values
 - Integrity First
 - Service before self
 - Excellence in all we do
- Integrity First
 - Dictionary definition: adherence to moral and ethical principles; soundness of moral character; honesty.
 - Loose definition: doing the right thing when no one is looking
- Volunteer Service
 - Volunteer: a person who voluntarily offers himself or herself for a service or undertaking
 - This reflects the essence of the program, that all members are volunteers
- Excellence In All We Do
 - Definition: the fact or state of excelling; superiority; eminence
 - Doing everything to the best of your ability
- Respect
 - Definition: deference to a right, privilege, privileged position, or someone or something considered to have certain rights or privileges; proper acceptance or courtesy; acknowledgment
 - Respect for oneself and others
- Core Values in the Cadet Program
 - Integrity First
 - Respecting and following to the Honor Code
 - "...I will not lie, cheat, steal, nor commit any act of intentional dishonesty nor tolerate those who do."

- Cadets are not watched 24/7
 - Volunteer Service
 - Cadets are here voluntarily, ILP
 - Airshows
 - Squadron meetings
 - Bettering yourself for “the community, state, and nation.”
 - Excellence in All We Do
 - Given difficult challenges such as Encampment or BCS, we will put forth our best efforts
 - Respect
 - Respecting your superiors, subordinates, peers will develop mutual respect and build esprit de corps
- Core Values in Everyday life
 - *Integrity* is not running a stop sign in the middle of the night when no one is around
 - *Volunteer Service* gives back to the community, which looks good on applications
 - *Excellence in All We Do* positively reflects the amount of effort that is expected of us to put into the performance of the mission
 - *Respect* is needed in every interaction between individuals

2.12.4 Conclusion: Review course learning objectives and emphasize questions 18 and 19 on the pre/post test.

2.12.5 Take several minutes at the end of class to complete the corresponding workbook page for this class with the cadets to ensure they are following along and comprehending material:

2.13 Cadet Honor Code

2.13.1 BCS Course 113

2.13.1.1 Duration: 30 min

2.13.1.2 Instructor: Staff

2.13.1.3 Reference: CAP Cadet Honor Code, USAF Academy Honor Code

2.13.2 Educational Goal: By the end of this instructional block, students will be introduced to and be able to identify/discuss each element of the honor code:

2.13.2.1 Be familiar with the Cadet Honor Code.

2.13.2.2 Discuss the application of the Cadet Honor Code based off of the cadets' experience.

2.13.2.3 Recognize the importance of the Cadet Honor Code in terms of training experience, and in terms of personal integrity.

2.13.3 Outline:

- The Cadet Honor Code
 - On my honor as a Civil Air Patrol cadet of the California Wing, I will not lie, cheat, steal, nor commit any act of intentional dishonesty or tolerate those who do.
- Intent
- Definitions
 - Lying – Making a statement which is intended to deceive or mislead.
 - Cheating – Giving or receiving unauthorized assistance.
 - Stealing – The acquisition of property of another without specific authority.
 - Intentional dishonesty – A deliberate untruthful act or statement.
 - Tolerating – Allow without prohibiting or opposing.
- Describe the cadet's expected performance

2.13.4 Conclusion: Review course learning objectives and emphasize questions 20 and 21 on the pre/post test.

2.13.5 Take several minutes at the end of class to complete the corresponding workbook page for this class with the cadets to ensure they are following along and comprehending material:

2.14 The Uniform

2.14.1 BCS Course 114

2.14.1.1 Duration: 45 min

2.14.1.2 Instructor: Staff

2.14.1.3 Reference: Learn to Lead Vol. 1 Ch. 1, CAPM 39-1

2.14.2 Educational Goal: By the end of this instructional block, students will know how and when to wear the uniform properly and explain the importance of wearing their uniform properly by being able to:

2.14.2.1 State the importance of proper uniform wear

2.14.2.2 List places when it would be appropriate and inappropriate to wear the CAP uniform

2.14.2.3 Identify correct measurement and placement of uniform items

2.14.3 Outline:

- Rules and Responsibilities
 - Responsibilities
 - Cadet Oath
 - AF Tradition
 - Explanations of the importance of proper uniform wear
 - Training tool
 - A privilege
 - Image
 - Organizational Pride
 - When to wear the uniform
 - When conducting CAP business
 - CAP Meetings
 - Public CAP events
 - CAP Missions
 - When NOT to wear the uniform
 - Political events
 - Foreign countries
 - Personal interviews
 - Further exceptions and rules are outlined in the CAPM 39-1
- Battle Dress Uniform
 - Cap or hat
 - BDU Blouse
 - Ironing creases
 - BDU Trousers
 - Belt
 - T-Shirt- Crew neck, black
 - Socks
 - Blousing Bands
 - Insignia and Patches

- Boots
- Blue Service Uniform
 - Flight Cap
 - Male and Female
 - Shirt
 - Long/ Short Sleeves
 - Trousers, skirt or slacks
 - Length
 - Undershirt
 - white, v-neck for males o u-neck for females
 - Belt
 - Socks/ Nylons
 - Shoes
 - Various types (male and female options)
 - Insignia, awards and patches
 - Flight Cap
 - Collar
 - Epaulets
 - Ribbons
 - Badges
 - Cords
 - Outer-garments
 - Athletic jacket
 - Pullover sweater
 - Windbreaker
 - Insignia
- Tips for uniform wear (Learn to Lead Vol. 1 Ch. 1)
 - Cardboard behind insignia
 - Starch
 - Shirt garters
 - Refer to "Ten Tips for Looking Sharp in Uniform" (Learn to Lead Vol. 1 Ch. 1)
- Acquiring a Uniform
 - Army/Air Force Military clothing store
 - www.vanguardmil.com
 - CAP Free Uniform through E-Services
 - Other

2.14.4 Conclusion: Review course learning objectives and emphasize questions 22 and 23 on the pre/post test.

2.14.5 Take several minutes at the end of class to complete the corresponding workbook page for this class with the cadets to ensure they are following along and comprehending material:

2.15 Uniform Lab

2.15.1 BCS Course 115

2.15.1.1 Duration: 60 min

2.15.1.2 Instructor: Flight Staff

2.15.1.3 Reference: Learn to Lead Vol. 1, CAPM 39-1

2.15.2 Required Materials:

2.15.2.1 Shoe shining kit

2.15.2.2 Rulers

2.15.2.3 Iron and Ironing Board

2.15.3 Suggested Materials

2.15.3.1 Cardboard for Insignia

2.15.3.2 Shoes for demonstration

2.15.3.3 Starch and handkerchief for ironing

2.15.4 Note to Instructor: This period of time is designated as a *break-out* period for the Uniform Class. Groups of cadets (as approved by the Commandant) will rotate between stations lead by pre-approved staff members every 15 minutes. At each station, cadets will learn, with hands-on instruction, one of four topics: shoe shining, insignia placement, uniform ironing, and sleeve rolling. These topics may be changed at the Commandant's discretion. Materials needed must be acquired prior to activity based on final class content.

2.15.5 Educational Goal: By the end of this lab, students will identify proper uniform standards with practical application by being able to:

2.15.5.1 Demonstrate a method to shining boots and shoes

2.15.5.2 Demonstrate proper placement of insignia

2.15.5.3 Demonstrate proper ironing of a uniform

2.15.5.4 Demonstrate the ability to properly roll sleeves

2.15.6 Outline:

- Shining boots and shoes
 - Type of polish
 - Most effective method
 - What NOT to do
- Insignia Placement
 - Hands-on instruction focusing on information learned in The Uniform class
- Uniform Ironing
 - Proper heat settings
 - Starch
 - What NOT to do
- Sleeve Rolling
 - Demonstrate proper method

2.16 Inspection Lab

2.16.1 BCS Course 116

2.16.1.1 Duration: 45 min

2.16.1.2 Instructor: Individual Flight Staff

2.16.1.3 Reference: Learn to Lead Vol. 1, AFMAN 36-2203

2.16.2 Note to Instructor: The flight staff will determine and notify the cadets of the items that will be evaluated during the inspection e.g. collar insignia, boot polishing, military bearing, and the Cadet Oath. The two options for memory work to be utilized in the inspection lab are the Cadet Oath and Cadet Honor Code, because the cadets should be familiar with these by this point. During this lab, the instructor will teach Open Ranks, MARCH, keeping in mind that it is not taught during the Drill and Ceremonies lab. The full Open Ranks Inspection procedures will not be taught in this laboratory, because the objective is to expose and familiarize the cadets rather than develop expertise, but the flight staff will follow all proper procedures.

2.16.3 Educational Goal: By the end of this lab, the cadets will be familiarized with the formal inspection process and flight staff will provide individual feedback of the uniforms of their cadets, through:

2.16.3.1 Uniform and military bearing feedback for every member of the flight by flight staff (*not* a formal evaluation)

2.16.3.2 Instruction of basic open ranks procedures from student perspective

2.16.3.3 Debrief of the flight

2.16.4 Outline:

- Purpose of an inspection (informal background knowledge, not part of the inspection)
 - To provide feedback on uniform wear
 - To provide feedback on memory work knowledge
 - To provide feedback on military bearing
- Instruct the flight on Open Ranks, MARCH (not taught in D&C Lab)
 - Provide brief feedback on procedural performance of the flight
- Form the flight for inspection
 - Flight will be at open ranks
 - The element being inspected should be at attention (called by the element leader, except for the first element)
 - The elements not being inspected should be at parade rest (called by the element leader)
 - Inspect cadets
 - Begin with first element leader (flight sergeant/guide if applicable)
 - Review uniform
 - Give specific feedback while inspecting each individual cadet
 - What is wrong/right
 - Standard that makes it wrong/right
 - How can problems be fixed
 - Ask memory work

- Move to next cadet
- When the end of an element is reached, walk along the back of the element inspecting the rear of their uniforms and continue to the element leader of the next element

2.16.5 Debrief. When inspection is complete, fall out the flight and discuss the areas that require improvement. What did they do well, end with positive note

2.16.6 Conclusion: Review course learning objectives and emphasize questions 24 and 25 on the pre/post test.

2.17 Drill and Ceremonies

2.17.1 BCS Course 117

2.17.1.1 Duration: 30 min

2.17.1.2 Instructor: Staff

2.17.1.3 Reference: AFMAN 36-2203

2.17.2 Educational Goal: By the end of this instructional block, students will understand the purpose and necessity for drill and ceremonies in Civil Air Patrol by being able to:

2.17.2.1 Define and explain the purpose of Drill

2.17.2.2 Define and explain the purpose of Ceremonies

2.17.2.3 Give two examples of a type of ceremony

2.17.3 Outline:

- Introduction to Drill (1.2)
 - The purpose of drill (1.2.1)
 - Definition of Drill (1.2.2)
 - Value and Drill and Ceremonies
 - This is merely an introduction to the piece of memory work and does not need to be memorized by the cadets at this level.
- Purpose of Drill
 - Esprit de Corps
 - Teamwork
 - Discipline
 - Function (movement from one place to another)
 - Allows cadets to develop leadership by advancing from the simple to the complex, from drilling as a member of a flight through setting the example to giving commands
- Introduction to Ceremonies
 - Definition of Ceremonies (1.3.1)
- Purpose of Ceremonies
 - Promote teamwork and pride
 - Display proficiency and state of training
 - Accord honors to national symbols or individuals
- Types of Ceremonies
 - Reveille
 - Start of the duty day
 - May include raising the flag
 - Retreat
 - End of duty day
 - Ceremony to pay respect to the flag
 - Review

- To inspect proficiency
 - To allow higher command or dignitary to observe state of training
- Parade - Review with Honors
- Change of Command
- How Ceremonies relates to Drill (1.3.2)

2.17.4 Conclusion: Review course learning objectives and emphasize questions 26 and 27 on the pre/post test.

2.17.5 Take several minutes at the end of class to complete the corresponding workbook page for this class with the cadets to ensure they are following along and comprehending material:

2.18 Drill Lab I

2.18.1 BCS Course 118

2.18.1.1 Duration: 60 min (extended by 30min)

2.18.1.2 Instructor: Flight Staff

2.18.1.3 Reference: AFMAN 36-2203

2.18.2 Note to Instructor: This laboratory allows the flight staff to gain a 'baseline' of the students drill proficiency. The first portion of this laboratory should concentrate on bringing all cadets in the flight to a common level of performance. Utilize the 6-Step Teaching Method found in AFMAN 36-2203 para 1.5.

2.18.3 Educational Goal: By the end of this lab, students will be able to:

2.18.3.1 Properly fall in and fall out of a flight

2.18.3.2 Demonstrate the steps to "size" a flight

2.18.3.3 Stand at attention and demonstrate positions of rest

2.18.3.4 Properly perform all facing movements

2.18.4 Outline:

- Fall in (4.3.1)
- Fall out (4.3.1.4)
- Sizing a Flight (4.3.2)
- Attention (3.2)
- Rest Positions (3.3.1)
 - Parade Rest (3.3.1.1)
 - At Ease (3.3.1.2)
 - Rest (3.3.1.3)
- By the Numbers (1.5.3)
- Stationary Drill (3.4)
 - Right Face (3.4.1)
 - Left Face (3.4.1)
 - About Face (3.4.2)
 - Half Right (Left) Face (3.4.3)

2.19 Drill Lab II

2.19.1 BCS Course 119

2.19.1.1 Duration: 60 min (shortened by 30 Min)

2.19.1.2 Instructor: Flight Staff

2.19.1.3 Reference: AFMAN 36-2203

2.19.2 Note to Instructor: Utilize the 6-Step Teaching Method found in AFMAN 36-2203 para 1.5. Focus should be on teaching the cadet's role during the inspection. If time allows, incorporate drill movements taught in Drill Lab 1.

2.19.3 Educational Goal: By the end of this lab, students will be able to:

2.19.3.1 Demonstrate drill movements outlined in Sections 3.5, 3.7, 3.8, and 4.4 of AFMAN 36-2203

2.19.3.2 Properly leave and return to ranks (4.7)

2.19.4 Outline:

- Drill Movements
 - Hand Salute (3.5)
 - Present Arms/Order Arms (3.7)
 - Eyes Right (Left) and Ready Front at the halt (3.8)
 - Dress Right (Left), Dress (4.4.1)
 - Cover (4.4.2)
 - Column Formation (4.4.2.1)
 - Inverted Column Formation (4.4.2.2)
- Individuals to leave ranks (4.7)
 - Reporting to a formed flight
 - Procedure is similar to the process used for individuals to leave ranks (without the flight commander calling the cadet front and center). After the cadet reports in, the flight commander will instruct the cadet to fall in.

2.20 Drill Lab III

2.20.1 BCS Course 120

2.20.1.1 Duration: 90 min

2.20.1.2 Instructor: Flight Staff

2.20.1.3 Reference: AFMAN 36-2203

2.20.2 Note to Instructor: Utilize the 6-Step Teaching Method found in AFMAN 36-2203 para 1.5

2.20.3 Educational Goal: By the end of this lab, students will correctly perform dynamic drill maneuvers and conduct proper marching by being able to:

2.20.3.1 Properly perform quick time, half step, and mark time

2.20.3.2 Demonstrate column movements, flanking movements, and marching to the rear

2.20.3.3 Maintain cadence using change step and count cadence, count

2.20.4 Outline:

- Forward March/Flight Halt (3.10)
 - Command
 - Step Off
 - Cadence
 - Pace
 - Arm Swing
- Double Time (3.11)
 - Command
 - Cadence
 - Step off
 - Pace
 - Arm Swing
 - Commands given at double time (3.11.6)
 - Incline to the Right/Left (3.19)
- Quick Time (3.11.4)
 - Command
 - Cadence
 - Pace
 - Arm Swing
- Mark Time (3.12)
 - Command
 - At quick time
 - At a halt
 - Cadence
 - Arm Swing
 - To resume marching (3.12.3)

- Half Step (3.13)
 - Command
 - Cadence
 - Pace
 - Arm Swing
 - Resuming to full 24-inch step (3.13.2)
- Flanking Movements *while marching (4.11)
 - Right Flank
 - Left Flank
- Marching to the Rear (3.16)
- Column Movements *while marching (4.11)
 - Column Right
 - Column Left
- Count Cadence Count (2.5.2)
- Change Step (3.15)

2.21 Drill Lab IV

2.21.1 BCS Course 121

2.21.1.1 Duration: 90 min with a 10 minute break

2.21.1.2 Instructor: Flight Staff

2.21.1.3 Reference: AFMAN 36-2203

2.21.2 Note to Instructor: Review all stationary and dynamic drill movements. Identify movements/commands that cadets have not yet grasped and repeat the six step teaching method until they understand.

2.21.3 Educational Goal: By the end of this lab, flight staff will evaluate the level of proficiency and refine movements taught in previous Drill Labs. Flight commander will tailor the instruction based on the needs of the flight.

2.21.4 Conclusion: Emphasize questions 28, 29, and 30 on the pre/post test.

2.22 Team Building Exercise

2.22.1 BCS Course 122

2.22.1.1 Duration: 60 min

2.22.1.2 Instructor: Flight Staff

2.22.1.3 Reference: Learn To Lead Activity Guide

2.22.2 Purpose: This time is to create camaraderie and practice the ideals of followership. The exercise should be creative and challenge the cadets' follower skills. The cadet staff and Commandant have discretion over the specific type of activity. It is recommended that this activity be scheduled for Saturday night following inspection or instruction and the Flight Staff should participate. Use the 'Learn to Lead Activity Guide' and any other resources available to plan the exercise. Keep in mind that instilling esprit de corps is the primary goal.

2.22.3 Educational Goal: By the end of this activity cadets and staff will be exposed to team building exercises that instill esprit de corps.

ATTACHMENT 3 - EXECUTIVE STAFF TIMELINE

		Target Date	Date Completed
Commandant Appointed	-120 days		
Project Officer Appointed	-120 days		
CAWGF 20 Event Operations Plan submitted to Wing DCP by Group staff	-120 to -90 days		
Facility Request	-90 days		
Establish Cost	-60 days		
Flyer published to “All”, “Group”	-55 days		
Make Shirt arrangements	-50 days		
Flyer sent out again	-49 days		
Unit Visits for Publicity/staff	-35 days		
Staff Application Deadline	-28 days		
Appoint Staff	-21 days		
Application Deadline	-21 days		
Order shirts	-21 days		
Go/No-Go Decision Date	-14 days		
MSA Request	-14 days		
Acceptance Letters Mailed	-10 days		
MSA Approved	-7 days		
Participation Letter Completed	-7 days		
Advance Staff Meeting (Primary Staff)	-7 days		
Instructor Rehearsals	-7 days		
Activity			
Thank You Letters	+14 days		
Activity Report Submitted to CAWG CP	+21 days		

ATTACHMENT 4 - EXECUTIVE OFFICER'S CHECKLIST

- Activity Date Established
- Desired location established
- Facility Request submitted
- Flyer completed
- Publicity letter completed
- Flyer/letter e-mailed to all units, posted on web
- 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 (Commandant)
- Cadet Staff appointed (Commandant)
- Supplies ordered/located/printed off
 - 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 5 - INSTRUCTOR CHECKLIST

_____ Classroom

_____ Set up

_____ Unlocked

_____ Clean

_____ Lighting

_____ Student Material

_____ Handouts ready

_____ Workbooks

_____ Writing utensils

_____ Visual Aids

_____ Available

_____ Adequate

_____ Appropriate

_____ Personal Appearance

_____ Hygiene

_____ Shoes shined

_____ Uniform to standards

5.1 Notes for Instructors

5.1.1 BCS can be the first activity outside a student's home unit.

5.1.2 An instructor's preparation and presentation is a direct reflection on themselves and the organization.

5.1.3

ATTACHMENT 6 - SAFETY OFFICER'S CHECKLIST

- _____ Are aisles or passageways kept clear?
- _____ Are sidewalks/pathways free from hazards such as snow, ice, rocks, tripping hazards, etc.?
- _____ Are stairways well lit?
- _____ 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 being overloaded?
- _____ Are fire extinguishers available and do they have a current inspection?
- _____ Ensure flammables are not stored in office areas
(charcoal, starter fluid, paint thinner, cleaning solvent)
- _____ Is a first aid kit available and adequately equipped for the BCS?
- _____ Do buildings have any noticeable damage due to prior use?
- _____ Is there a suitable area for drill, free of debris and holes?
- _____ Will activities during periods of darkness have adequate lighting?