

# AIRMAN TRAINING SCHOOL

## PROGRAM MANUAL



January 2015

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

2015 California Wing Cadet Programs, CAP. Revisions made possible through ACSS 2013 and 2014. It may not be reproduced in whole or in part without prior written permission of the Director of Cadet Programs, California Wing.

# TABLE OF CONTENTS

<b>Part One - Description</b>	<b>Page 7</b>
Introduction	
General Information	
School Goals	
School Objectives	
School Philosophy	
Instruction	
Methods of Instruction	
The Flight	
Curriculum	
Organization	
Position Descriptions- Senior Staff	
Position Descriptions- Cadet Staff	
 <b>Part Two - Administration</b>	 <b>Page 13</b>
Authority	
Facility Request	
Activity Promotion	
Student Application Procedures	
Acceptance Letters	
Military Support Authorization	
Participation Letters	
Rosters	
Sign In Procedures	
Finance	
Final Report	
 <b>Part Three - Organization</b>	 <b>Page 17</b>
Preparation	
Facilities	
Implementation	
Staff-Student Interaction	
Staff Selection	
Staff Briefing/Meetings	
In-processing	
Cadet Staff Evaluations	
School Evaluations (Critique)	
Awards	
Graduation Ceremony	
Out-Processing	
Final Staff Meeting	

## **Part Four - Instruction/Outlines**

**Page 21**

- Introduction
  - ATS Introduction
- Drill and Ceremonies
  - Drill Lab I
  - Drill Terms Review
  - Guidon Use
  - Drill Lab II
  - Drill Lab III
  - Drill Lab IV
- Classroom Instruction
  - Uniform Purpose and Lab
  - Character Development
  - CAP Organization
  - The CAP Missions
  - Introduction to Leadership/Teamwork
  - CAP History
- Evaluation
  - Review Boards
  - Cadet Physical Fitness (PT) Program
  - Physical Training I/II
  - Leadership Exercises
- Cadet Responsibilities
  - Professionalism
  - Wing, Region, & National
  - Activities
  - Responsibility & Accountability
  - The Cadet Honor Code
  - Pre/Post Test

## **Part Five- Attachments**

**Page 78**

- Attachment #1 - Executive Staff timeline
- Attachment #2 - Executive Officers checklist
- Attachment #3 - Safety survey of the facilities

**This page was intentionally left blank.**

# PART ONE - DESCRIPTION

## INTRODUCTION

This manual is designed to assist the Commandant and staff in planning and conducting an Airman Training School (ATS). 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, California Wing.

## GENERAL INFORMATION

1. ATS is part of the California Wing Integrated Leadership Program (ILP) and is co-sponsored by the Director of Cadet Programs, California Wing.
2. ATS material covers followership, drill and ceremonies, and basic leadership laboratory skills.
3. ATS will be conducted at the group headquarters level or by two or more squadrons with the approval of their Group.
4. ATS requires two and one half days to complete.
5. The 20 courses in the curriculum cover 16 hours and 5 minutes
6. *Recommended* prerequisites for ATS:
  - a. Students should be the grade of Cadet Airman to Cadet Senior Airman
  - b. Prior attendance at Basic Cadet School preferred but not required for students
  - c. Prior attendance at NCOS and DCS preferred for staff applicants
7. Each Group has been allocated a set of 4 Flight Guidons (A, B, C, D) to use during ATS. The California Wing ATS package consists of access to an online reference library that contains digital formats of the following:
  - a. CAWG ATS Program Manual and attachments
  - b. Graduation Certificates
  - c. ATS Workbook (for reproduction)
  - d. Power Point presentation templates
  - e. Sample Templates

## Goal

The goal of ATS is to instill fundamental tools such as advanced followership, drill proficiency, and elementary leadership in developing cadets that will contribute to their personal and professional growth.

## Objectives

A graduate of ATS will demonstrate:

- A. A working knowledge of the Core Values and how they apply to personal growth
- B. Proper professionalism, time management, and efficiency
- C. The importance of his/her actions and accomplishments
- D. How to be active followers
- E. An understanding of the relationship between the Civil Air Patrol Corporation and the

United States Air Force

- F. A firm knowledge of primary drill movements
- G. A basic understanding of principle characteristics of leadership

Expected performance: Each cadet will be responsible for all the material presented during ATS, 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.

### **Background**

ATS is the second step in California Wing's ILP. In order to meet training standards, the school should maintain an environment that fosters feelings of pride, identity, and accomplishment within the students. ATS continues to provide cadets with a solid foundation of the responsibilities and rewards involved in the Civil Air Patrol Cadet Program.

### **Philosophy**

Civil Air Patrol is a national organization performing missions for America. Cadet Programs is one of those three missions. For cadets, it is necessary to broaden their scope within the organization as their career develops. It is important that cadets encounter qualified, competent leaders and instructors, and that they are allowed to interact with cadets from other units at their own peer group level.

The Airman Training School offers an advanced training approach to Phase I cadets by instilling fundamental tools such as advanced followership, drill proficiency, and elementary leadership that will contribute to their personal and professional growth. In exchange, the cadets will begin to enhance their foundational building blocks to prepare themselves for future training and positions.

One of the most important goals of the school is to provide the students the ability to fully understand not only what is required of them at the school, but the performance expectations of a Cadet Airman in Civil Air Patrol. ATS stresses the importance of customs and courtesies, military discipline, and esprit de corps. The school provides an environment in which the cadet practices these concepts in a structured and controlled setting. Specific direction is given from the school staff at all times.

ATS is not intended to replace the unit training in drill and ceremonies, but rather to introduce, standardize, and refine it. The intent of the drill and ceremonies instruction is to instill an understanding of the techniques necessary in performing drill commands and use of a guidon. In addition, the ATS curriculum intends to create an appreciation for drill and ceremonies as a valuable and worthwhile learning tool, develop teamwork, and create an appreciation of the need for discipline.

Lastly, ATS strives to expand the horizons of the cadets in attendance by exposing them to the myriad of activities available to them at the Wing, Region, and National Level. The ATS

curriculum also discusses the ILP, as well as National Cadet Special Activities available to all cadets.

## **INSTRUCTION**

### **Methods of Instruction**

ATS 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 the students to practice what they have just learned under the direct supervision of staff members.

Creation of a positive and constructive atmosphere allows for the thorough exchange of ideas and provides a proper learning environment. At all times instruction in each area should be easy to understand, suitably paced, and very thorough. Remember that the students are still new to the concepts and terminology being introduced, especially the acronyms/initialisms. Acronyms are pronounced as words, in initialisms the letters are pronounced separately, as in ILP (Oxford English Dictionary).

## **ORGANIZATION**

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 to Cadet Senior 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.

### **The Flight**

Throughout the course the use of the Flight is one of the most important tools of ATS. 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 first evening during the check-in process. 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 prescheduled Flight Training Activities.

## **STAFF DESCRIPTION**

### **SENIOR STAFF**

#### **Commandant**

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 an ATS. The primary responsibility of the Commandant is to ensure that the ATS program is properly implemented. This includes adequate logistical support as well as successful implementation of the academic program. He or she will follow the guidelines established in the ATS Program Manual.

Specific responsibilities include:

- A. Ensuring that all the objectives for Airman Training School are met
  - B. Selection of staff
  - C. Supervising the quality and implementation of the ATS academic program
  - D. Ensuring that proper housing and meal arrangements are made
  - E. Ensuring the safety and well-being of every CAP member in attendance
  - F. Ensuring proper coordination with facility personnel
  - G. Ensuring appropriate maintenance of finance records
  - H. Ensuring all CAP directives are followed
- (See Attachment 1 for Executive Staff Timeline)

### **Executive Officer**

The Executive Officer (Formally referred to as Project Officer) is responsible for the planning and preparation for the ATS, 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 2)

### **Safety Officer**

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 3) prior to the start of the ATS. He or she must be educated in CAP's Safety Management System (especially the Safety Reporting System). Any safety hazards should be reported to the ATS Commandant and corrected.

### **Health Safety Officer**

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.

### **Director of Training**

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 school. His/her duties include arranging instructors for each class, keeping the instructors accountable for the preparation of their assigned classes, reviewing each instructor's prepared materials before the school, and providing feedback to the instructor regarding the class.

## **Instructors**

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.

## **Flight Training Officers**

Flight Training Officers (FTOs) are senior members knowledgeable in the Cadet Program, with experience and skill in 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 ATS Commandant and are responsible for ensuring that the ATS training program is progressing in a satisfactory manner.

## **Assistant Flight Training Officers**

Assistant Flight Training Officers (Assistant FTOs) are senior members (or senior 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 ATS program. They report to the FTOs and provide whatever assistance is necessary to ensure the flow of the training program.

## **Administrative Officer**

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

## **Support Personnel**

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

## **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 ATS. He or she monitors the training to ensure that it is progressing in a satisfactory manner. He or she trains, directs, and monitors the cadet staff members to ensure they are properly carrying out their responsibilities. He or 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 reports to the ATS Commandant.

### **Cadet Executive Officer**

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 ATS. 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.

### **Cadet Director of Training**

The Director of Training (DOT) is a discretionary position and should be filled by a Phase III or Phase IV cadet. The cadet DOT can work under the supervision of the senior member 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 mentoring the cadet instructors by providing feedback on their classes and instructional effectiveness.

### **First Sergeant**

The First Sergeant provides assistance to the Cadet Commander. He or she maintains discipline at the squadron level. The First Sergeant is responsible for maintaining the schedule and ensures that everyone is informed of any schedule changes. He or she supports the Flight Sergeants and assists with their training. In addition, he or she instructs and conducts the physical training at ATS.

### **Flight Commander**

The Flight Commander is responsible for the training, the health, and well-being of the members of his or her flight. The Flight Commander sets the standard for professional conduct. He or 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 ATS student is a relatively new member 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.

### **Flight Sergeant**

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

## **PART TWO – ADMINISTRATION**

### **Authority/ATS Application Process**

Airman Training School is the second course in the Integrated Learning Program, (ILP) and as such is conducted at the Group level. The Group Commander (or his or her designee) should initiate a request to host an ATS 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.

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.

The curriculum for ATS 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 ATS ILP Coordinator. No advertising of the proposed event should take place until this process is completed.

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

### **School Recognition**

ATS is an important part of the California Wing Cadet Program. If an ATS is conducted that is not approved, this must be stated during the promotion of the activity and a different title must be used.

### **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 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 are included 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.

### **Military Support Authorization (MSA)**

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.

### **Marketing/Promotion**

Advertising and promotion of the ATS, 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 ATS 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 information. 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 ATS. For example, not all prospective students receive e-mail. The ATS 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.

### **Flyers**

An attractive and informative flyer or brochure is an ideal advertisement for ATS. Ideally, each cadet who meets the criteria of an ATS 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](mailto: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.

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.

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.

### **Verbal Presentations**

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. ATS flyers should be handed out at these presentations.

## **Commander's Call**

Group Commander's Calls are ideal opportunities to promote activities among Unit Commanders. ATS information should be disseminated at every possible Commander's Call prior to conducting an ATS. Contact the appropriate Group Cadet Program Officer (CPO) and ask him or her to promote the school.

## **Cadet Advisory Council (CAC)**

The Group and Wing Cadet Advisory Council also provide a tremendous opportunity to promote an ATS. 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.

## **Social Media**

The integration of social media into daily life 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 ATS staff determine the advertisement methods most suitable for the event/target audience.

## **Wing/Cadet Programs Calendar**

To ensure the school is placed on the official CAWG calendar, contact the CAWG Webmaster at [webmaster@cawg.cap.gov](mailto:webmaster@cawg.cap.gov), as soon as the CAWG form 20 and ORM have been approved. Additionally, after approval, send an email to [cp@cawgcadets.org](mailto:cp@cawgcadets.org) with the details of the school so that the activity is placed on the [www.cawgcadets.org](http://www.cawgcadets.org) website.

## **Student Application Procedures**

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 to consider include: facility personnel notification, t-shirt ordering, food planning/purchasing, producing an MSA (for Air Force bases), etc.

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.

## **Acceptance Letters**

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.

## **Participation Letters**

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 his or her graduation packet (along with his/her certificate and other documents), and emailed to ILP Staff and the Director of Cadet Programs as part of the end-of-activity procedure.

### **Sign-In Procedures**

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.

### **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 the cost of the school, 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.

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

### **Final Report**

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:

1. Activity Final Report including information from school critique forms
2. Participation Letter
3. Finance Report
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.)

# PART THREE – OPERATIONS

## PREPARATION

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

### Materials

- Administrative Supplies
- Computer
- Printer
- Extension cord/multi-outlet surge protector
- Paper, pencils, pens, etc.
- Thumbtacks
- Rosters
- Graduation Certificates (one per student and staff); Seals for award certificates (if available); Certificates of Appreciation (as needed)

### Manuals

- CAPM 50-1, Introduction to Civil Air Patrol
- Learn to Lead, volumes I & II
- CAPM 52-16, Cadet Program Manual
- CAPM 39-1, Civil Air Patrol Uniform Manual
- AFMAN 36-2203 Drill and Ceremonies
- CAWGM 11-1, California Wing Administrative Procedures
- CAWG ATS Program Manual
- CAPP 52-18, Cadet Physical Fitness Program
- CAWG Jody Book

### Student supplies

- Guidons
- Guidon Poles
- Workbooks
- Pre/Post Tests

### Audio-visual equipment

- Projector
- White board/Erasers
- Dry erase 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 Air Force facilities will be coordinated by the Director through the Pacific Region USAF Liaison Office (Reference CAWGM 11-1).

**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 rest room facilities for both males and females with sufficient water for the number of personnel at the activity.

**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.

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

**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.

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

## **IMPLEMENTATION**

### **Staff-Student Interaction**

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

## **Staff Selection**

The ATS Commandant is selected by the local Group Commander (or his or her 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 ATS program in particular.

The ATS 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.

The ATS 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 ATS Commandant should also attempt to contact Cadet Program personnel within the sponsoring group and squadrons that are sending cadets as possible senior staff members.

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

## **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.

## **In-Processing**

In-processing consists of ensuring that each cadet signs in for the activity and receives his or her flight and billeting assignment.

In-processing must accomplish the following tasks:

- Forms checked for completion
- Medical Station (Senior Staff)
- Money received
- Flight Assigned
- Parents briefed on graduation and dismissal time
- Confirm "Go Home Plan"

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. This plan should be developed by the Commandant and Cadet Commander as soon as facility layouts are confirmed.

## **Cadet Staff Evaluations**

Each FTO will evaluate his or her cadet flight staff at the end of ATS 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.

### **School Evaluations (Critique)**

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.

### **Awards**

**Flight Honor Cadet:** An Honor Cadet will be selected from each flight. The cadet flight staff and FTO will select this student. Selection will be based on attitude and performance during the ATS.

**ATS Honor Cadet:** This student will be one of the Flight Honor Cadets who has demonstrated the best overall attitude and performance during the ATS. The Flight Commanders and FTOs will make their recommendations to the Cadet Commander and Commandant. Final selection is the responsibility of the Commandant.

### **Graduation Ceremony**

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. The student receiving the ATS Honor Cadet Award will be called forward individually to receive his or her certificate from the Commandant.

Certificates for the Honor Cadets will consist of their graduation certificates with a notation of the award on the certificate.

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.

### **Out-Processing**

Out-processing occurs at the close of the activity. All cadets (including staff) must formally sign out of the activity.

### **Final Staff Meeting**

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 Commandant dismisses him or her.

## PART FOUR – INSTRUCTION

The following course outlines are guides for instructors to ensure course objectives are met within the assigned time frame. Instructors are expected to prepare for an assigned class by researching the source material, reviewing the outline, preparing appropriate visual aids, and ensuring the classroom is suitable for student learning. Good instruction, like expository writing, follows a simple three-part format:

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

Tell them (the lesson itself, with guided & independent practice)

Tell them what you told them (the conclusion)

### Pretest/Posttest

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 learning and the effectiveness of instruction. 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.

The following ATS course outlines contain eight common elements:

### References

Instructors are expected to research their topic sufficiently to be considered subject matter experts (SME). The first step in preparing a class is to reference the source to acquire the most current information on the topic. Sharing the source with the students not only establishes credibility, but also provides students a starting point for future research and awareness. Generally, these references contain far more detailed information than an instructor can cover in the lesson; it will be necessary to choose what is important in a student's introduction to Civil Air Patrol.

### Time

The times listed for each class are based on the experience from prior Airman Training Schools, and should be appropriate for introducing new students to the subject. If the class is too short and the instructor finishes before the scheduled time, its possible that he or she may have missed a topic or failed to include enough detail. On the other hand, if class is too long, the instructor may have included too much detail, or got off track. The instructor must remember that his or her class must fit within the overall ATS schedule, regardless of the importance of the material to the instructor.

### Educational goal

The goal of the course is a broad, general statement of what students should be able to do or

know by the end of instruction. The course objectives will accomplish the education goal of the class.

## Objectives

Learning objectives are specific, measurable outcomes that each student should be able to do or know as a result of instruction. If a skill is being taught, students need to be able to practice the skill under guided instruction with feedback, and demonstrate proficiency of the new skill. If information is being taught, students need to be able to demonstrate an understanding of the knowledge gained.

## Outline

The outline contains the ‘meat’ of the lesson, a road map to guide instruction designed to reach the educational goal. The instructor will begin with an introduction of the topic, establish learning objectives, state the relevance of the topic to the students, and establish credibility as a SME. Students learn better when they can see, touch, and demonstrate or perform what the instructor is teaching. The instructor should use appropriate visual aids whenever possible, such as computer slide presentation, overhead slides, video clips, a demonstration, the whiteboard, role-play, etc. Finally, the instructor should avoid jargon, acronyms, or unfamiliar terms without including a clear explanation.

## Conclusion

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.

Instructor Checklist				
Classroom	-Set up? Lighting?	-Unlocked?	-Clean?	-
Student Material	-Handouts ready?	-Workbooks?	-Writing utensils	
Visual Aids	-Available?	-Adequate?	-Appropriate	
Personal Appearance	-Hygiene?	-Shoes shined?	-Uniform meets standards?	
<i>ATS can be the first activity outside a student's home unit. An instructor's preparation and presentation is a direct reflection on himself or herself and the organization.</i>				

<b>Course #</b>	<b>Course Title</b>	<b>Presentation</b>	<b>Duration</b>
201	ATS Introduction	Interactive Lecture	45 min
202	CAP History and Missions	Interactive Lecture	45 min
203	CAP Organization	Interactive Lecture	30 min
204	Wing, Region, and National Activities	Interactive Lecture	30 min
205	Introduction to Leadership/Teamwork	Interactive Lecture	45 min
206	Cadet Physical Fitness (PT) Program	Interactive Lecture	20 min
207	Physical Training I & II	Activity	90 min
208	Professionalism	Interactive Lecture	30 min
209	Responsibility & Accountability	Interactive Lecture	30 min
210	Review Boards & Lab	Interactive Lecture	60 min
211	Character Development: Core Values	Interactive Lecture	45 min
212	Cadet Honor Code	Interactive Lecture	30 min
213	Uniform Purpose & Lab	Interactive Lecture & Lab	75 min
214	Guidon Use & Lab	Interactive Lecture & Lab	60 min
215	Drill Terms	Interactive Lecture	45 min
216	Drill Lab I	Interactive Lab	60 min
216	Drill Lab II	Interactive Lab	60 min
218	Drill Lab III	Interactive Lab	60 min
219	Drill Lab IV	Interactive Lab	60 min
220	Leadership Exercises	Activity	60 min

20 classes; 16 hours, 20 minutes

## **Airman Training School Introduction**

**ATS Course:** 201

**Duration:** 45 Minutes

**Instructor:** Commandant; Cadet Commander; Safety Officer

**Reference:** ATS Program Manual

---

**Note to Instructor:** This outline is not intended to be used verbatim in a presentation. Use this outline as a guide to construct a presentation. Read all referenced material and citations.

### **Educational Goal:**

By the end of this instructional block, students will understand the atmosphere and objectives of the Airman Training School by being able to:

### **Objectives:**

- A. List the schools in the Integrated Leadership Program.
- B. Summarize the desired outcome of ATS.
- C. Adhere to the standards of conduct during the school

### **Outline:**

- Integrated Leadership Program
  - Basic Cadet School (BCS)
    - Group or Squadron level, co-sponsored by CAWG/CP
    - Introduction to CAP, overview of Phase I
  - Airman Training School (ATS)
    - Group or Squadron level, co-sponsored by CAWG/CP
    - Perfection of followership, detailed instruction of key followership elements of Phase I
  - Non-Commissioned Officer's School (NCOS)
    - Wing level school, held 3 times per year (North, South and Central)
    - Standardize training, introduction to leadership in the role of NCO
  - Senior Non-Commissioned Officer's School (SNCOS)
    - Wing level school, held 1 time per year over a 3-day weekend
    - Extension of leadership training, advanced NCO leadership techniques
  - Cadet Officer Basic Course (COBC)
    - Wing Level School, held 1 time per year, one week long
    - Collegiate atmosphere
    - Officer skills - Leadership, Management, Communications
  - Advanced Cadet Staff Seminar (ACSS)
    - Wing level school

- Senior Members and Phase IV Cadets
  - Informal atmosphere and flexible schedule
  - Problem solving sessions
- Outcome of ATS
  - Reinforce leadership lab skills – Learn to Lead, Chapters 2 and 3
  - Perfect the aspects of Followership and Professionalism
  - Evaluation
    - Intended to improve students' performance
    - Conducted by Flight Commanders and Flight Sergeants
  - Attitude and discipline
    - Discipline not intended to be negative – intended to provide structure & emphasize school material
    - Must have discipline to accomplish mission effectively
  - Drill standardization
    - Standardize drill throughout Wing using AFMAN 36-2203
    - Teach proper ways to execute all drill commands
    - Dispel myths and rumors
    - Used as learning tool
  - Interaction
    - Work with students from other units
    - Ask questions of cadet and senior staff
    - Find out what is beyond your own unit
- School atmosphere
  - Students organized into flights
  - Individual responsibility
    - Everyone addressed as Cadet
    - Behavior
    - Image
    - Participation
    - Quarters (not formally evaluated, but should be maintained in a clean manner)
    - Busy schedule
    - Personal Time
  - Honor Cadet - each Flight
    - Evaluated on:
      - Participation
      - Image
      - Uniform
      - Bearing
      - Behavior
      - Attitude
      - Quarters (overall cleanliness)
- Safety Briefing-Conducted by Safety Officer
  - Indoor
  - Outdoor



- Road guards
    - Flashlights
  - Building evacuation
  - Importance of hydration
  - Sunscreen
  - Importance of sleep
  - House rules
    - Uniforms
    - Doors
    - Lights out
- Describe the students' expected performance.
  - Standards
    - California Wing standards – i.e., conform to the standards in the applicable manuals (CAPR 39-1, AFMAN36-2203, etc.)
    - Challenge to students

**Conclusion:**

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.

## **CAP History and Missions**

**ATS Course:** 202

**Duration:** 45 min

**Instructor:** Staff

**Reference:** CAPP 50-5; CAPR 52-16

---

**Note to Instructor:** This outline is not intended to be used verbatim in a presentation. Use this outline as a guide to construct a presentation. Read all referenced material and citations. The purpose of this class is to intrigue the students. The students should not be bogged down with in-depth information that may not be retainable. Use visual aids to represent each of the missions.

### **Educational Goal:**

By the end of this instructional block, students will understand the origin of Civil Air Patrol and the missions of Civil Air Patrol and how this affects the individual cadet by being able to:

### **Objectives:**

- A. State founding date and original organizational affiliation of CAP.
- B. State Public Law number and date of incorporation under USAAF and USAF.
- C. Identify current parent command.
- D. Identify notable CAP members.
- E. Identify wartime and modern activities.
- F. Recall the three missions of Civil Air Patrol
- G. Explain the support programs within each mission.

### **Outline:**

- Origin
  - Tense international situation
  - Aviation enthusiasts viewpoint
  - The need to organize civil aviation
- Civil Defense affiliation
  - Office of Civilian Defense (OCD) established
  - CAP established under OCD- 1 December 1941
- Wartime Activities

- Purpose was to free up military pilots to fight in the war effort
  - Coastal Patrol
    - German “u-boat” submarine bombing
  - Search and Rescue
  - Cargo and courier
  - Border patrol
  - Target towing
  - Mercy missions
  - Pilot recruiting and training
- The War Department
  - Transferred to Army Air Force - 29 April 1943
  - Aviation cadet recruiting
- Incorporation
  - Public Law 476 - 1 July 1946
  - United States Army Air Force (USAAF)
    - Mission
    - Support
- Early objectives (Ref CAPM 50-5, p 11)
  - Promote Aviation
    - Ground and preflight training
    - Provide flight scholarships
    - Encourage model airplane building and flying
  - Air service under emergency conditions
  - Establish radio network
  - Encourage flying clubs

- Conduct encampments
  - Assist veterans in finding employment
  - Special projects
- USAF Auxiliary
  - Public Law 557 — 26 May 1948
  - USAF Parent Command-part of the First Air Force
- Notable CAP Members
  - Eric Doe - Astronaut
  - Nicole Malachowski - First Thunderbird female pilot
  - Kim Reed-Campbell - Landed A-10 after being damaged by anti-aircraft fire over Baghdad in 2003
    - Distinguished Flying Cross with Valor device
    - Air medal
  - Wayne Fisk
    - Two Silver Stars for gallantry in action and over 80 other metals
  - Shawna Rochelle Kimbrell
    - Air Force's first black female fighter pilot
  - Scott O'Grady
    - Was shot down in enemy territory in Bosnia. Evaded capture for 6 days
    - Movie *Behind Enemy Lines* based on his story
  - Shane Osborn
    - Aircraft hit over China. Held captive and interrogated for 10 days
- Modern ES Missions
  - California Northridge earthquake in 1994
  - September 11th, 2001

- First aerial photos of Ground Zero
  - Space Shuttle Columbia disaster - searched for pieces from Texas to California
  - Search for Steve Fossett
    - Made 5 non-stop circumnavigations of the world
    - First to fly solo in a balloon around the world
    - CAP searched from early September to October, 2003, over Sierra Nevada Mountains for his downed aircraft
- The Three Missions
  - Cadet Program – To motivate and provide means for cadets to become dynamic Americans and aerospace leaders.
  - Emergency Services – To provide search and rescue, disaster relief services and civil defense preparedness.
  - Aerospace Education – To provide knowledge, skills and attitudes leading to understanding of the total impact of air and space vehicles within our society.
- Cadet Program
  - Leadership development
  - Character development
  - Physical fitness
  - Activities
- Aerospace Education
  - Internal program – members
  - Cadet Aerospace Education Program
  - External program – general public
  - Community presentations
  - STEM kits
- Emergency Services

- Search and Rescue
- Disaster Relief
- Civil Defense
- Humanitarian Missions

**Conclusion:**

Review course learning objectives and emphasize the corresponding **pre/post test question(s)**:

What date was CAP founded on and under what agency?

**1 December 1941; Office of Civilian Defense**

What are the three missions of CAP?

**Emergency Services**

**Cadet Programs**

**Aerospace Education**

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:

What date was CAP founded on and under whom?

- a. 1 December 1941; USAAF
- b. 1 July 1946; USAF
- c. 24 April 1943; United States Army
- d. 1 December 1941; Office of Civilian Defense

List three wartime activities of CAP

---

---

---

What date did the CAP become an auxiliary of the USAF?

- a. 1 December 1941
- b. 29 April 1943
- c. 26 May 1948
- d. 1 July 1946

List three notable CAP members:

---

---

---

List the three CAP Missions:

---

---

---

What are the two types of development the Cadet Program instills?

---

development  

---

development

What is the difference between the internal and external Aerospace Program?

---

---

## **CAP Organization**

**ATS Course:** 203

**Duration:** 30 min

**Instructor:** Staff

**Reference:** AFI 10-2701; CAPR 20-1; CAPP 50-5; CAPR 52-16; CAWGOI 52-16-3

---

**Note to Instructor:** This outline is not intended to be used verbatim in a presentation. Use this outline as a guide to construct a presentation. Read all referenced material and citations.

**Educational Goal:**

By the end of this instructional block, students will understand the Civil Air Patrol organization, system of government, and the CAP-USAF relationship by being able to:

**Objectives:**

- H. Explain the Civil Air Patrol system of government.
- I. Distinguish the functions of National, Region, Wing, Group and Squadrons.
- J. Describe the functions of CAWG government (CC, CD, Directors, Group CC's)
- K. Explain how the CAP-USAF relationship works.

**Outline:**

Attention-Getter:

- The Organization of Civil Air Patrol
  - Board of Governors (BOG)
    - The Highest Governing Body of CAP
    - Comprised of 3 Air Force appointed members, 4 Civil Air Patrol appointed volunteer members & 3 Industry/Government/Education appointed members.
    - National Commander, a CAP Major General is selected by the BOG to be the Chief Executive Officer (CEO) of the Civil Air Patrol Corporation.
  - CAP Command Council
    - Includes 8 regions and 52 wing commanders
    - Body also includes the National Vice Commander who is a CAP Brigadier General, Chief of Staff, Legal Officer, Finance Officer and Controller.
    - All are civilian volunteers who have no active duty Air Force obligations or privileges.
    - The only person on the Command Council to tie the corporation to the USAF is the Senior Air Force Advisor, an active-duty Air Force Colonel who is responsible for overseeing all active duty and DoD civilian employees who provide liaison oversight and advice to the CAP



Organization. The Senior Air Force advisor is also the CAP-USAF commander.

- National Headquarters
  - Current National Commander & National Vice Commander
  - Staffed by USAF Officers, NCOs & DoD Civilian employees
  - Composed of both paid and volunteer staff
- Region
  - Eight geographic regions
  - Five to nine wings per region
  - Pacific Region
    - Commander
    - Headquarters
    - Wings in Pacific Region
- Wing
  - 52 Wings (50 States, National Capital and Puerto Rico)
  - Composed of groups, squadrons and flights
  - Group
    - Commander
    - Headquarters
    - Squadrons in Group
- Squadron / Flight
  - Basic operation unit of CAP
  - Types of Squadrons
    - Senior
    - Cadet
    - Composite
- Flight
  - New Unit
  - 1 Year probationary period
- Cadet Structure
  - Organization
  - Positions
- USAF Relationship
  - USAF Support to CAP
    - Logistics, Equipment
    - Facilities
    - Advice & Training
  - National Headquarters
    - Senior Air Force Advisor (as discussed above)
    - Air Force personnel
  - Liaison Officers and NCOs
    - Full time, paid employees of CAP
    - Advise and oversight
      - Region

- Wing
- CAP – RAP (Reserve Assistance Program)
  - Part-time, unpaid Air Force Reserve officers and NCOs
  - Advise and assist
    - Region
    - Wing
    - Group
    - Squadron
- Search and Rescue
  - CAP flies 80-85% of Air Force-directed searches
  - Air Force support
    - Financial reimbursement
    - Evaluation
    - Technical

### Conclusion:

Review course learning objectives and emphasize the corresponding **pre/post test question(s)**:

The National Commander holds the CAP grade of:

**Major General**

What is the highest governing body of CAP?

**Board of Governors**

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:

The \_\_\_\_\_ is the highest governing body of CAP.

The \_\_\_\_\_ is a CAP Major General and the CAP CEO.

The CAP \_\_\_\_\_ includes 8 region commanders and 52 wing commanders

The CAP National Vice Commander holds the grade of \_\_\_\_\_

The only person on the command council to tie the corporation to the USAF is called the \_\_\_\_\_.

CAP flies 80% of \_\_\_\_\_.

National Headquarters is composed of paid and \_\_\_\_\_ staff.

Our National Commander is \_\_\_\_\_.

Our National Vice Commander is \_\_\_\_\_.

Civil Air Patrol has a total of \_\_\_\_\_ regions.

Civil Air Patrol has a total of \_\_\_\_\_ wings.

## **Wing, Region, and National Activities**

**ATS Course:** 204

**Duration:** 30 min

**Instructor:** Staff

**Reference:** NCSAS.com; eServices; Local/National Benevolent Organizations; CAPR 52-16; Volunteer Magazine (Jul-Sept 2014 33-36); video clips

---

**Note to Instructor:** This outline is not intended to be used verbatim in a presentation. Use this outline as a guide to construct a presentation. Read all referenced material and citations.

### **Educational Goal:**

By the end of this instructional block, students will understand the opportunities available beyond the local level by being able to:

### **Objectives:**

- A. Identify where to access information regarding Civil Air Patrol Wing, Region, and National activities
- B. Identify and research the application requirements for CAP scholarships available to cadets
- C. Describe the application process for activities and scholarships

### **Outline:**

- Introduction
  - Provide motivation with personal stories of success and adventure from activities attended
- Wing activities (Provide a brief description of each activity)
  - Encampment
  - ILP
    - Basic Cadet School (Group)
    - Airman Training School (Group)
    - Non-Commissioned Officers' School
    - Senior Non-Commissioned Officers' School
    - Cadet Officers' Basic Course
    - Advanced Cadet Staff Seminar

- Other
  - Drill and Ceremonies School
  - Advanced Drill and Ceremonies School
  - Cadet Competition
  - Ultimate Bears and Wings Challenge
  - Cadet Programs Conference
- Region Activities
  - Cadet Competition
  - Region Cadet Leadership School
  - National Character Day
- National Activities (Use given resources to research activities for each category available that year)
  - Flying
  - Emergency Services
  - Leadership development
  - Technology and Engineering
- Scholarships
  - Civil Air Patrol provides scholarship opportunities each year for college tuition, vocational schools, pilot training, and cadet activities
  - Scholarships have different purposes with various requirements for each
  - Use resources identified below to provide scholarship opportunities for this year
    - Resources
      - Wing: [www.cawgcadets.org](http://www.cawgcadets.org)
      - Region: [www.pcr.cap.gov/calendar](http://www.pcr.cap.gov/calendar)
      - National: [www.ncas.com](http://www.ncas.com)
    - Scholarships
      - Region and National: Go to the respective echelon website and click on "Cadet Programs" to find scholarship opportunities
      - For California Wing Encampment-related scholarships, go to [www.cawgencampment.com](http://www.cawgencampment.com)

**Conclusion:**

Instructor should challenge him/herself to present information to students as being an exciting part of their cadet career. The weekly meetings are the foundation, but the outside activities are where the full value of the CAP Cadet Program can be found.

Review course learning objectives and emphasize the corresponding **pre/post test question(s)**:

Which of these websites can help you find information about California wing activities?

**[www.cawgcadets.org](http://www.cawgcadets.org)**

In which of the following areas can CAP Scholarships help you fund?

**College**

**Pilot's license**

**Civil Air Patrol Activities**

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:

Draw a line to match the activity on the left to the corresponding echelon on the right:

Encampment

National (NHQ)

Powered Flight Academy

Wing (CAWG)

Region Cadet Leadership School

Wing (CAWG)

Basic Cadet School

Region (PCR)

List two Wing (CAWG) Activities:

---

---

List a Regional (PCR) Activity:

---

List two types/categories of National (NHQ) Activities:

---



---

## **Introduction to Leadership and Teamwork**

**ATS Course:** 205

**Duration:** 45 min

**Instructor:** Staff

**Reference:** Learn to Lead Ch. 2 & 3; Holden Leadership Center (URL at end of outline)

---

**Note to Instructor:** This outline is not intended to be used verbatim in a presentation. Use this outline as a guide to construct a presentation. Read all referenced material and citations.

### **Educational Goal:**

By the end of this instructional block, students will understand the fundamentals of teamwork and the fundamental concepts of effective leadership and the effect that managing oneself has on being an effective team member, leader and follower by being able to:

### **Objectives:**

- A. Describe how to manage oneself and why it is important to the effectiveness of the team and basic leadership
- B. Explain the characteristics of a functional and successful team; and how to prepare themselves to be a contributing member of the team
- C. Describe the Air Force's definition of leadership and the various roles that an effective leader fulfills

### **Outline:**

- Developing positive self-management skills
  - Definition
  - Benefits of self-management toward the team and leadership
    - Being healthy allows your team, your leaders, and your followers to be successful
  - Developing positive self-management
    - Goal Setting
    - Ethics
    - Time Management
    - Stress Management
- Developing Powerful Teams
  - Definition or characteristics of effective teams
  - Roles or responsibilities of team members (Holden Leadership Center)\*
    - Supporting the leader as a follower
    - Be able to respectfully disagree with leadership while still helping the leader
    - Accept the goals of the group and support the leader in achieving the goals
  - Role of mentorship
- Developing primary leadership skills



- Definitions of leadership
- Roles of leadership (include come of the case studies from Learn to Lead)
- Theories of leadership

\*[http://leadership.uoregon.edu/resources/exercises\\_tips/skills/followership](http://leadership.uoregon.edu/resources/exercises_tips/skills/followership)

### **Conclusion:**

Review course learning objectives and emphasize the corresponding **pre/post test question(s)**:

Which are aspects of self-management?

#### **Goal Setting**

#### **Ethics**

#### **Time Management**

\_\_\_\_\_ are the starting points of effective time management.

#### **Goals**

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.

The four aspects of self-management are:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Definition of leadership:

\_\_\_\_\_

## **Cadet Physical Fitness (PT) Program**

**ATS Course 206**

**Duration:** 20 min

**Instructor:** Staff

**Reference:** CAPP 52-18

---

### **Note to Instructor:**

This outline is 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.

### **Educational Goal:**

By the end of this instructional block, students will understand the CAP physical fitness program, its objectives and benefits by being able to:

### **Objectives:**

- 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 activities for each achievement

### **Outline:**

- Purpose
  - Physically fit cadets essential to CAP
  - Physically fit cadets are more likely to have enjoyable, productive lives
  - Part of total fitness (pg. 9-11)
    - Weight control
    - Diet and nutrition
    - Avoid substance abuse and tobacco use
  - One of four factors in Cadet Program
    - None are optional
    - None can be ignored
    - None can be arbitrarily waived without documentation
- Components of fitness (pg. 12-17)
  - Cardio-respiratory endurance
  - Muscular strength
  - Muscular endurance
  - Flexibility
  - Body composition
- Principles of a good exercise program

- Regularity
  - Progression
- Physical fitness categories (pg. 6)
  - Category I – Unrestricted
  - Category II - Temporary restriction
    - Temporarily excused from CPFT, except Mitchell, Earhart, Eaker, Spaatz
    - Normally not to exceed six months without re-evaluation
    - Examples: broken bones, obesity, illness
    - Determined by squadron commander
  - Category III - Partial restriction
    - Permanently excused from a portion of the CPFT
    - Indefinite for that particular exercise
    - Can progress through all achievements
    - Physician's note required
  - Category IV – Indefinite restriction
    - Permanently excused from CPFT
    - Can participate in all other factors in Cadet Program
    - Can progress through all achievements
    - Physician's note required
  - Phases of physical conditioning
    - Preparatory
    - Conditioning
    - Maintenance
- Physical Fitness program
  - At least once a month at squadron meetings
  - Safety
  - Cadet Physical Testing (CPFT) Pg. 21
    - Mile run (or shuttle run alternative) (pg. 26-27)
    - Sit and reach (pg. 23)
    - Curl ups (pg. 24)
    - Push-ups (pg. 25)

### Conclusion:

Review course learning objectives and emphasize the corresponding **pre/post test question(s)**:

What are the two principles of good exercise?

#### **Regularity & Progression**

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.

What are the two principles of a good exercise?

---

What are the 5 key components of fitness?

\_\_\_\_\_

What are the 3 phases of physical conditioning?

\_\_\_\_\_

## **Physical Training I & II**

**ATS Course:** 207

**Duration:** 90 min (45 min each session)

**Instructor:** Flight Sergeants/ First Sergeant

**Reference:** CAPP 52-18; CAWG-OI 52-16-1; NCOS Student Handbook; US Army FM 22.20

---

**Note to Instructor:** This outline is not intended to be used verbatim in a presentation. 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.

### **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:

### **Objectives:**

- E. Complete a series of five basic physical exercises in formation
- F. Perform the drill movement "Double Time" properly
- G. Perform the necessary spacing movements in formation for PT
- H. At end of exercise students should have completed PT as a beginning to a training day, and in preparation for the Cadet Physical Fitness Test. Students should also understand areas in which they need to improve.

### **Outline:**

**Conduct.** 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.

**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.

#### 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**.

#### 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*”

**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.

## **Professionalism**

**ATS Course:** 208

**Duration:** 30 min

**Instructor:** Staff

**Reference:** Learn to Lead Volume 2, Ch. 4; ATS Program Manual

---

**Note to Instructor:** This outline is not intended to be used verbatim in a presentation. Use this outline as a guide to construct a presentation. Read all referenced material and citations.

### **Educational Goal:**

By the end of this instructional block, students will understand the importance of professionalism by being able to:

### **Objectives:**

- A. Define professionalism.
- B. Describe the importance of striving for professionalism
- C. Define personal goals for achieving professionalism.

### **Outline:**

- Introduction
  - Overview of class
    - What is a professional?
    - Why should we strive for professionalism?
    - How can we achieve professionalism?
  - Professionalism is its own reward
- What is a professional?
  - Definition—Skillful; achieved after training and preparation; requires the ability to reason logically and make good judgmental decisions; demands a code of ethics of being true to themselves and who they serve.
  - It is a "walking resume." It communicates how competent you are to those around you and shows what you think of yourself
  - Aspects—Taking Initiative
    - What else?
- Why should we be professional?
  - It prepares us to lead
  - Helps us accomplish higher goals
  - We get asked back more often!
  - Consequences of lacking professionalism
  - Without professionalism, people will not respect your opinion and you will lose



- credibility
  - Decreased expectations. You cannot hold your people to a standard higher than the one you meet
  - Lack of professionalism is a barrier to communication
- How can we be professional?
  - Checking your uniform and your cadets' uniforms frequently
  - Rereading a chapter that you read a long time ago before teaching it to new cadets
  - Telling a cadet that something that he/she posted online is inappropriate
  - Sending a thank you note to someone who went out of his/her way to help you
  - Using downtime at a bivouac to check your gear before a hike
  - Surfing the web for helpful tips on public speaking (or some other leadership topic) in which you need improvement
  - Meeting standards and expectations
  - Speaking in a confident and intelligent manner. Do not sound overbearing, fearful, or unsure
  - Maintaining punctuality
  - Preplanning your meetings to avoid wasting time: agendas, practice, punctuality
  - Activity: give cadets two blank sheets. In small groups, they should discuss things they want to do to improve their professionalism on one sheet, then things NOT to do to improve professionalism on the other. Present to the class. As the students are presenting, critique their professionalism, i.e., did they introduce themselves, are they speaking in a professional manner, did they use appropriate language, etc.
- Summary
  - What is a professional?
  - Why should we strive for professionalism?
  - How can we achieve professionalism?

### Conclusion:

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.

What is the definition of a professional?

---

---

Taking initiative is just one \_\_\_\_\_ of professionalism.

What is the definition of a standard?

---

---

Preparing to \_\_\_\_\_ is one reason we strive for professionalism.

When working with professionals we accomplish \_\_\_\_\_.

Setting the \_\_\_\_\_ is a way we can achieve professionalism.

Advancing \_\_\_\_\_ and \_\_\_\_\_ is a way we can achieve professionalism.

## **Responsibility & Accountability**

**ATS Course:** 209

**Duration:** 30 min

**Instructor:** Staff

**Reference:** Learn to Lead Ch. 2-3, CAPP 52-25

---

**Note to Instructor:** This outline is not intended to be used verbatim in a presentation. Use this outline as a guide to construct a presentation. Read all referenced material and citations.

### **Educational Goal:**

By the end of this instructional block, students will understand the cadets' positions and privileges of the Cadet Program by being able to:

### **Objectives:**

- A. Define the difference between responsibility and accountability
- B. Identify the responsibilities of a follower and how he/she is held accountable
- C. State the responsibilities and accountabilities of peer leaders within the flight
- D. Perform the specific duties of a Cadet Element Leader
- E. Demonstrate concepts such as teamwork, time management and discipline.

### **Outline:**

- What is responsibility?
  - Taking ownership of your actions
  - Doing it right the first time
  - Being selfless and putting others first
- What is accountability?
  - Being held responsible for your actions
  - Recognizing that you have a supervisor
  - Having others depend on you for the team's success
- The role of the Cadet Airman as a peer leader
  - The willingness to cooperate on working toward a goal/group mission
  - Volunteering to handle tasks and goals

- Supports group decisions but voices opinions
  - Positive attitude
  - Functions as part of a team
  - Takes initiative when needed
  - Supports core values
- Role of the Element Leader
  - Responsibility
    - Enthusiastic
    - Recognizes command intent
    - Watches over the well-being of the flight (ex. Uniforms)
    - Applies feedback
  - Accountability
    - Aware of the well-being of cadets
    - Time management skills
    - Available for day to day duties
    - Motivates team members
    - A leader from within
    - Accountable for team members

**Conclusion:**

Review course learning objectives and emphasize the corresponding **pre/post test question(s)**:

What are characteristics of a peer leader?

**One who supports the group's decisions, but voices opinions**

**Functions as part of a team**

**Takes initiative when needed**

What are jobs of an element leader?

## **Effective time management**

### **Teaching Drill**

### **Accepting Feedback**

Being responsible is?

### **Taking ownership of your actions**

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:

What are the characteristics of peer leader?

---

What is accountability?

---

What is Responsibility?

---

What are Element Leader Responsibilities?

---



---

What are Element Leaders accountable for?

---

Define what Loyalty is:

---

Integrity is the combination of \_\_\_\_\_ and \_\_\_\_\_

What are the key ideas that ethics show?

---



---

What is the difference between good and bad ethics?

---



---

## **Review Boards & Lab**

**ATS Course:** 210

**Duration:** 60 min

**Instructor:** Staff

**Reference:** CAPR 52-16, Learn to Lead Ch. 2, CAPP 151

---

**Note to Instructor:** During the course, flight staff will form a mock board as described in this outline. This outline is not intended to be used verbatim in a presentation. Use this outline as a guide to construct a presentation. Read all referenced material and citations.

### **Educational Goal:**

By the end of this instructional block and lab, students will understand the atmosphere and procedures for reporting into and sitting through a promotion review board by being able to:

### **Objectives:**

- A. Demonstrate proper reporting procedures and professionalism during a review board
- B. Answer sample questions on a mock board
- C. Describe the atmosphere of a review board

### **Outline:**

- Board Makeup
  - Squadron Commander (or designee)
  - Deputy Commander for Cadets
  - Additional Senior Member (Cadet Programs, Leadership Officer, AE Officer, etc.)
  - Cadet Commander (or designee)
  - Cadet Flight Commander
- Standard Reporting Procedure
  - All cadets will report using the standard reporting procedure (CAPP 151, pg. 9-10)
- Sample Review Board Questions
  - What have you done to earn this promotion?
  - Why do you deserve this promotion?
  - Why did you Join CAP?
  - What are your aspirations after High School/College?
  - What do you hope to gain from being a member in CAP?
  - Who is your achievement named after and what did they do?
  - What is the cadet oath?

- What is the Honor Code?
  - Other Knowledge questions as applicable.
- Atmosphere
  - Professional Behavior
  - Discipline
  - Customs and Courtesies
  - Attitude

**Conclusion:**

For each flight, the flight staff will form a mock board to practice review boards with each cadet as described in the above outline. Flight staff will maintain a professional atmosphere throughout the boards to ensure an effective learning environment.



## **Character Development: Core Values**

**ATS Course:** 211

**Duration:** 45 min

**Instructor:** Chaplain or Character Development Officer on Sat. evening or Sun. morning

**Reference:** Learn to Lead Vol. 1, CAPP 50-2, R1-1

---

**Note to Instructor:** This outline is not intended to be used verbatim in a presentation. Use this outline as a guide to construct a presentation. Read all referenced material and citations.

### **Educational Goal:**

By the end of this instructional block, students will understand how the core values apply to ethical decision making by being able to:

### **Objectives:**

- A. Explain how to make decisions based on the core values
- B. Explain how the core values are pertinent to personal development
- C. Define ethics

### **Outline:**

- Introduction
  - Integrity, Excellence, Respect, and Volunteer Service
  - Why do we have core values?
    - To inspire and increase awareness of one's actions
    - What a person does now effects the person later
    - To build cohesiveness within a team
- Values
  - What makes core values important?
  - Excellence comes with being a cadet
  - Personal value vs. professional value
  - Am I the same person outside CAP?
- Ethics
  - What are ethics?
  - Define good ethics
  - Define bad ethics
  - Personal belief system
  - Personal beliefs gauge our decisions
- Decision-making using values and ethics

- Example: Should I lie to protect my friend or come clean and tell the truth?
- Decisions build personal views

**Activity:** Separate into groups. Each group must choose 5 items they would take to survive a deserted island. This activity helps develop skills in prioritization, problem-solving, setting limitations, decision making and planning.

**Conclusion:**

Review course learning objectives and emphasize the corresponding **pre/post test question(s)**:

What are the CAP Core Values?

**Integrity, Excellence, Respect, Volunteer Service**

Decisions build \_\_\_\_\_.

**Character**

Integrity means \_\_\_\_\_.

**Doing the right thing when no one is watching**

## **Cadet Honor Code**

**ATS Course:** 212

**Duration:** 30 min

**Instructor:** Staff

**Reference:** Based on USAF Academy Honor Code

---

**Note to Instructor:** This outline is not intended to be used verbatim in a presentation. Use this outline as a guide to construct a presentation. Read all referenced material and citations.

### **Educational Goal:**

By the end of this instructional block, students will understand each element of the Cadet Honor Code and identify how it affects them as an active follower by being able to:

### **Objectives:**

- A. Recite the Cadet Honor Code
- B. Provide an example of how the Cadet Honor Code has or could apply in a student's life
- C. Explain how their actions can affect others' opinions of them

### **Outline:**

- Cadet Honor Code
  - Lying – making statements that are intended to deceive or mislead, including partial truths or omissions
  - 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 – allowing without prohibiting or opposing
- Purpose of the Cadet Honor Code
  - Integrity
  - Increase trust
- History
  - Came from the Air Force Academy, unique to California Wing
  - Had six different articles
  - Became too long to be practical
  - Was shortened to what it is today
- Peer Impact
  - Someone who does not follow the Cadet Honor Code
    - Impact on a team
    - Impact on individuals
  - Someone who does follow the Cadet Honor Code
    - Impact on a team

- Impact on individuals
- What impact does the Cadet Honor Code have on the Cadet Program?

**Conclusion:**

Review course learning objectives and emphasize the corresponding **pre/post test question(s)**:

The Cadet Honor Code is based on  
**The USAF Academy Honor Code**

The purpose of the Cadet Honor Code is to:

**Increase trust**

When discussing the Cadet Honor Code, tolerating refers to:

**Allowing without prohibiting or opposing dishonest behavior**

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:

Write out the Cadet Honor Code:

---

---

---

Lies can also be \_\_\_\_\_ and \_\_\_\_\_.

Give an example of tolerating dishonorable behavior in another cadet (no names).

---

---

---

## **Uniform Purpose and Lab**

**ATS Course:** 213

**Duration:** 75 min

**Instructor:** Staff; Flight Staff

**Reference:** CAPM 39-1, Learn to Lead CH. 1

---

**Note to Instructor:** This course is designed to refresh the students' knowledge regarding the CAP uniform and to encourage attention to detail. This outline is not intended to be used verbatim in a presentation. Use this outline as a guide to construct a presentation. Read all referenced material and citations.

### **Educational Goal:**

By the end of this instructional block, students will understand why they wear the uniform as Civil Air Patrol cadets and provide advice on how to professionally wear the uniform by being able to:

### **Objectives:**

- A. Explain the reason why we wear the uniform
- B. State whom we represent when wearing the uniform
- C. Describe how to make the uniform look more professional

### **Visual Aid:**

Pictures depicting excellent uniforms

### **Required Materials:**

- Students
  - Blues short-sleeve shirt with ribbons, badges, nameplate, and insignia
- Instructor
  - Iron/Ironing Board
  - Rulers
  - Shoe shining kit
- Suggested materials
  - Cardboard for insignias
  - Shoes for demonstration
  - Starch and handkerchief for ironing

**Outline:**

- Reintroduce the CAP uniforms with the regulations/standards
  - BDU
  - Short sleeve blues
    - Female tuck-in blouse
    - Female over blouse
    - Male short sleeve blues
    - Short sleeve blues with tie
  - Long sleeve blues with tie
    - Female tuck-in blouse
    - Female over blouse
    - Male long sleeve blues
  - Service dress
- Explanation of why we wear the CAP uniform
  - Encourage attention to details- enforcing time management
  - Develop self-discipline
  - Develop self-respect
  - Group identity
- Who do we represent while wearing the CAP uniform?
  - Yourself
  - Civil Air Patrol (Squadron, Group, Wing, Region, and all of CAP)
  - United States Air Force
- Tips on making the uniform more professional
  - Refer to "Ten Tips for Looking Sharp in Uniform" (Learn to Lead, Vol. 1, Ch. 1)
- Uniform Lab: Stations
  - \*Note to instructor: This is time provided for the students to utilize what they have learned about the uniform and assist other cadets on what they have learned. Staff members are available to assist and facilitate in areas that students may need review.
    - Blues Station
    - BDUs
    - Shoe Shining
  - Students pair up and work together to properly prepare both their own uniform and their partner's blues uniform for Sunday.
  - \*Note to instructor: Students should use each other and any resources they have to find regulations that they do not know. There should be 40 minutes of staff-supervision to ensure that time is properly utilized to complete both uniforms.
- Summary
  - Briefly refer to the different uniforms and where to find regulations
  - The purpose of the CAP uniform
  - Who we represent while wearing the uniform
  - Attention to detail

**Conclusion:**

Review course learning objectives and emphasize the corresponding **pre/post test question(s)**:

BDU stands for \_\_\_\_\_.

### **Battle Dress Uniform**

You must wear a tie or tie tab with \_\_\_\_\_.

### **A long sleeve blues shirt**

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:

#### **A. Review**

#### **B. Battle Dress Uniform (BDU)**

Proper wear:

1. Cover—squared, no hair protruding underneath. Cover block.
2. Blouse/pants must match.
3. \_\_\_\_\_ color T-shirt
4. Grade insignia: \_\_\_\_\_ inch, parallel to the leading edge and centered; cardboard behind.
5. Shirt sleeves folded, within 1" when elbow is bent at 90 degree angle.
6. California Wing patch:  $\frac{3}{4}$ " below shoulder seam, centered on seam.
7. CAP/Name tapes aligned above left and right pockets.
8. Specialty patches – embroidered, lower portion of left breast pocket, centered both ways.
9. Squadron patch - embroidered, lower portion of right breast pocket, centered both ways.
10. Belt - dark blue, woven cotton web metal tipped, black open faced buckle. Can extend up to 1" and faces left.
11. Boots - Combat, all black, highly polished.
12. Black or black over white socks.

#### **C. Blues Uniform**

Proper wear:

1. Cover - slightly to right with crease in line with center of forehead. Insignia  $\frac{1}{2}$  way between top and bottom of flap, \_\_\_\_\_ inch to front edge on left side.
2. Shirt - Grade insignia 1" parallel to the leading edge and centered; cardboard behind.
3. CAP insignia – 1" parallel to the leading edge and centered; cardboard behind
4. Nameplate:
  - a. Male placement - on but not over top edge of right breast pocket and centered.
  - b. Female placement – centered between buttons and arm seam on right side, \_\_\_\_\_ even with bottom edge of ribbons, parallel to the ground.
5. Ribbons:

- a. Male placement - on but not over top edge of left breast pocket and centered, all or none, in order of precedence. Are they clean?
- b. Female placement – centered between buttons and arm seam on right side, even with or up to 1 ½” higher than first buttoned button, parallel to the ground.
- 6. CAP specialty badges - lower portion of pocket, centered both ways.
- 7. Aviation/Specialty badges - highly polished, centered ½” above ribbons.
- 8. Belt - Tab to the left side for men, right side for women, aligned, silver tip
- 9. Pants - trim fitted, no bunching or bagging, one break.
- 10. Shirt garters
- 11. Female skirt no higher than top of kneecap, no lower than bottom.
- 12. Shoes - Low quarter, black oxford with no perforations or designs
- 13. \_\_\_\_\_ (color) socks.



## **Guidon Use and Lab**

**ATS Course:** 214

**Duration:** 60 min

**Instructor:** Staff and Flight Staff

**Reference:** AFMAN 36-2203, sections 4.2, 5.12-5.20

---

**Note to Instructor:** This outline is not intended to be used verbatim in a presentation. Use this outline as a guide to construct a presentation. Read all referenced material and citations. If possible, all cadets should have a guide-on pole to practice with during the class and that it is taught in an open area. The instructional method of this class should be a demonstration-performance in which the instructor demonstrates the movement, and the cadets perform the movements with immediate feedback.

### **Educational Goal:**

By the end of this instructional block and lab, students will understand and perform use of a Guidon when drilling by being able to:

### **Objectives:**

- A. Identify parts of the guidon
- B. Describe the purpose of the guidon and the role of the Guide
- C. Execute guide procedures within the flight

### **Outline:**

- Parts of the guidon
  - Spear Head
  - Upper Ferrule
  - Flag
  - Staff
  - Staff Connector
  - Lower Ferrule
- Role of the Guide
  - Purpose (5.12)
  - Rules of the Guide (4.2)
- Manual of the Guidon
  - Order guidon (5.13)
  - Carry guidon (5.14)
    - Executing order guidon while at carry guidon (5.15)
    - Executing carry guidon while at order guidon (5.16)
  - Present Arms/Order Arms (5.17-5.19)
  - Hand Salute (5.20)
  - Double Time (5.14.4)

### **Conclusion:**

Review course learning objectives and emphasize the corresponding **pre/post test question(s)**:

The guide sets the \_\_\_\_\_.

**Direction and cadence for the flight**

At Double Time, the guide holds the guidon across the body with the spade pointing:

**Diagonally to the left**

While at Carry Guidon, the ferrule is approximately how many inches above the ground?

**6**

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

The guide sets the direction and cadence for the flight.

- a. True
- b. False

While at carry guidon, the ferrule is raised approximately \_\_\_\_\_ inches off the ground.

At Double Time, the guide holds the guidon diagonally across the body with the spade pointing:

- a. To the right
- b. To the left
- c. Forward
- d. Straight

When executing an individual salute while carrying a guidon, the individual will bring the \_\_\_\_\_ arm \_\_\_\_\_ (horizontally/diagonally/vertically) across the chest and touch the staff with the forefinger.

While in column formation, the position of the guide is directly in front of the first element leader.

- a. True
- b. False



## **Drill Terms**

**ATS Course:** 215

**Duration:** 45 min

**Instructor:** Staff

**Reference:** AFMAN 36-2203 (NOV 2013)

---

**Note to Instructor:** This outline references Attachment 1 of AFMAN 36-2203 (NOV 2013). This class is best taught with the students in a flight, where they can visualize these drill terms as they are instructed.

### **Educational Goal:**

By the end of this instructional block, students will understand drill terms and establish the purpose of Drill and Ceremonies by being able to :

### **Objectives:**

- A. Define the following drill terms located in Attachment 1 of the AFMAN 36-2203

### **Outline:**

- Drill Terms
  - Alignment
  - Base
  - Cadence
  - Cover
  - Depth
  - Distance
  - Double Time
  - Dress
  - Element
  - File
  - Flank
  - Flight
  - Formation
  - Front
  - Guide
  - Head

- In-Column
- In-Line
- Interval
- Inverted Column
- Inverted Line
- Mark Time
- Pace
- Post
- Quick Time
- Rank
- Slow Time
- Step
- Unit

**Conclusion:**

Review course learning objectives and emphasize the corresponding **pre/post test question(s)**:

On the command mark time, the balls of the feet are raised \_\_\_\_\_ inches above the ground

**4**

Distance is defined as the space between units from \_\_\_\_\_ to \_\_\_\_\_.

**front; back**

Cover is an individual's alignment directly \_\_\_\_\_ the person to their immediate \_\_\_\_\_ while maintaining proper distance.

**behind; front**

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

1. Alignment is \_\_\_\_\_ or \_\_\_\_\_.

2. Dress is the alignment of \_\_\_\_\_ side by side or in line maintaining proper \_\_\_\_\_.
3. Cover is an individual's aligning themselves directly \_\_\_\_\_ the person to their immediate \_\_\_\_\_ while maintaining proper distance.
4. Interval is the space between individuals placed \_\_\_\_\_. A normal interval is an \_\_\_\_\_ length.
5. Distance is the space from \_\_\_\_\_ to \_\_\_\_\_ between units.
6. The \_\_\_\_\_ is the element on which a movement is planned, regulated, or \_\_\_\_\_.
7. The rate of marching at double is \_\_\_\_\_ steps per minute
8. The rate of marching at 100 to 120 steps per minute is \_\_\_\_\_.
9. \_\_\_\_\_ is the uniform step and rhythm in marching; that is, the number of steps marched per minute
10. \_\_\_\_\_ is arrangement of units side by side with the guide and element leaders to the head.
11. \_\_\_\_\_ is the arrangement of units one behind the other with the guide and element leaders to the extreme right flank.
12. A pace is a step of \_\_\_\_\_ inches measured from heel to heel.
13. \_\_\_\_\_ is a single line of persons placed side by side.
14. The airman designated to regulate the direction and rate of march is the \_\_\_\_\_.
15. A \_\_\_\_\_ is any portion of a given formation.

## **Drill Lab I**

**ATS Course:** 216

**Duration:** 60 min

**Instructor:** Flight Staff

**Reference:** AFMAN 36-2203

---

### **Note to Instructor:**

During this introductory period, you may interact with students considering their various skill levels and experience with drill. For some cadets, this laboratory will mostly be new information; for others it will be review. This lab allows the flight staff to gain a 'baseline' of the students' drill proficiency. The first portion of this laboratory should concentrate on bringing all students in the flight to a common level of performance. Utilize the six step teaching method found in paragraph 1.5 of the AFMAN 36-2203.

### **Educational Goal:**

By the end of this instructional lab, students will be able to perform and explain the purpose of stationary drill and basic marching movements by being able to:

### **Objectives:**

- A. Perform the following movements according to the standard of the AFMAN 36-2203

### **Outline:**

- Flight Attention
- Parade Rest
- At Ease
- Present Arms/Order Arms
- Hand Salute
- Dress Right Dress/Ready Front
- Dress Left Dress/Ready Front
- Eyes Right/Ready Front
- Open Ranks/Close Ranks
- Facing Movements (Right Face, Left Face, About Face)
- Close March/Extend March
- Forward March
- Double Time
- Incline to the Right (3.19)
- Quick Time
- Marching at other than attention

- Route Step, March (3.19.1)
- At Ease, March (3.19.2)

\* Note: Most of this drill lab is a review of the movements taught at BCS. It is up to the flight staff to spend this time re-teaching necessary commands and to emphasize accuracy and precision in movements.



## **Drill Lab II**

**ATS Course 217**

**Duration:** 60 min

**Instructor:** Flight Staff

**Reference:** AFMAN 36-2203

---

**Note to Instructor:**

Utilize the six step teaching method found in paragraph 1.5 of the AFMAN 36-2203.

**Educational Goal:**

By the end of this lab, students will perform column and flanking movements as listed in the AFMAN 36-2203 by being able to:

**Objectives:**

- A. Demonstrate column movements from a halt and while marching
- B. Perform column half right/left
- C. Demonstrate flanking movements from a halt and while marching
- D.** Perform column of files

**Outline:**

- Column Movements (4.11)
  - Column Right/Left while marching
  - Column Right/Left from a halt
  - Column Half Right/Left (4.12)
- Column of Files (4.13.1)
  - From the right/left
  - Column Right/left
  - Forward

## **Drill Lab III**

**ATS Course 218**

**Duration:** 60 min

**Instructor:** Flight Staff

**Reference:** AFMAN 36-2203

---

**Note to Instructor:**

Utilize the six step teaching method found in paragraph 1.5 of the AFMAN 36-2203.

**Educational Goal:**

By the end of this instructional lab, students will correctly perform basic marching movements by being able to:

**Objectives:**

A. Demonstrate the following movements:

**Outline:**

- Right (Left) Step (3.14)
- Flanking Movements/Face in Marching (3.14)
- At Close Interval Dress Right Dress/ Ready Front (4.4.1.2)
- Close/Extend March from a halt and while marching (4.1)
- Counter (4.16)
- Eyes Right while marching (3.8)

## **Drill Lab IV**

**ATS Course 219**

**Duration:** 60 min

**Instructor:** Flight Staff

**Reference:** AFMAN 36-2203

---

### **Note to Instructor:**

Review all stationary and dynamic drill movements. Identify movements/commands that the students have not yet grasped and repeat the six step teaching method until they understand.

### **Educational Goal:**

By the end of this instructional lab, students will review and be able to perform all drill movements instructed at ATS.

### **Outline:**

Flight commander will tailor the instruction based on the needs of the flight.

### **Conclusion:**

Emphasize the corresponding pre/post test question(s):

### **Drill Knowledge**

In a column left from a halt, the element leaders:

#### **Execute a face in marching to the left**

On the preparatory command "Column of Files from the Right, FORWARD", the element leaders look over which shoulder?

#### **Right**

In a flight with three elements, upon the command Close, March while at a halt, the second element takes \_2\_ steps to the right.

## **Leadership Exercises**

**ATS Course 220**

**Duration:** 60 min

**Instructor:** Staff

**Reference:** Learn to Lead Activity Guide

---

### **Note to Instructor:**

The purpose of this time is to create camaraderie and practice the ideals of followership. However, this 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 cadet staff should participate.

### **Educational Goal/Objective:**

By the end of this activity, students will explain the importance leadership, communication, and teamwork.

### **Outline:**

Several of the exercises suggested below will be used. The explanation for the exercise should be short and the clock started immediately to encourage a sense of urgency.

Blindfold all of your cadets, then hide a long rope, and tell them to find the rope and make an isosceles triangle with it. Every cadet must be touching the rope to complete the exercise, and it must be a credible isosceles triangle.

Have the students attempt to cross an imaginary river using paper plates as stepping stones. They must maintain contact with the paper plates at all times, lest they be swept away by the river. Anyone touching the "water" will be lost for 1 minute. All team members must make it to the other side of the river.

Have the students form a circle. Hand a tennis ball to one of the students and have them begin throwing the ball to their teammates, without repeating persons, until all cadets have touched the ball. The first person to have the ball should also be the last. Repeat the sequence until all students have properly executed the drill. Now, challenge the students to complete the sequence in as little time as possible. Creative thinking is a big plus here. The only rule is the order must be maintained and all cadets must touch the ball.

Once the exercise is started, staff members are not to assist, only referee. Staff will notice some students being leaders, some being enthusiastic followers, some being willing followers, and some non-participants. Make mental notes to pass on to the debriefer.

The goal is not necessarily to finish the exercise (although the first is definitely possible), but to observe the leadership and teamwork of the flights. A single debriefer from the staff will identify the areas in which the students performed well (e.g., mission accomplishment, teamwork, etc.), and the areas in which they need improvement (e.g., communication, organization, structure, etc.).

You must prepare activities for your flight. Use the reference provided, LEARN TO LEAD ACTIVITY GUIDE and any other resources you can find. Keep in mind that you must maintain the objective of instilling esprit de corps.

## Part Five – Attachments

### Attachment 1: Executive Staff Timeline

#### Executive Staff Timeline

		Target Date	Date Completed
Commandant Appointed	-120 days	_____	_____
Project Officer Appointed	-120 days	_____	_____
Request for approval submitted to Wing DCP from Group CC	120-90 days	_____	_____
Facility Request	- 90 days	_____	_____
Establish Cost	- 60 days	_____	_____
Flyer published to “All”, “Group”	- 55 days	_____	_____
Make Shirt arrangements		_____	_____
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 Completed	- 7 days	_____	_____
Participation Letter Completed	- 7 days	_____	_____
Advance Staff Meeting (Primary Staff)	- 7 days	_____	_____
Instructor Rehearsals	- 7 days	_____	_____
<b>Activity</b>	<b>0</b>	_____	_____
Thank You Letters	+ 14 days	_____	_____
Activity Report Submitted to CAWG CP	+ 21 days	_____	_____

## Attachment 2: Executive Officer checklist

**EXECUTIVE OFFICER'S CHECKLIST**

\_\_\_\_\_ 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 3: Safety Survey of the facilities

**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?
- \_\_\_\_\_ Do multiple plugs overload electrical outlets?
- \_\_\_\_\_ 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?
- \_\_\_\_\_ Do buildings have any noticeable damage due to prior use?
- \_\_\_\_\_ Is there a suitable area for drill, free of debris and holes?
- \_\_\_\_\_ Will predawn activities have suitable lighting?



**Attachment 4: Schedule****AIRMAN TRAINING SCHOOL SCHEDULE**

(Location)

**FRIDAY**

<b><u>Time</u></b>	<b><u>Activity</u></b>	<b><u>Course #</u></b>	<b><u>Uniform</u></b>	<b><u>Location</u></b>
1700-1730	Staff In-Processing	N/A	Blues (Staff)	HQ
1730-1800	Staff Briefing / Prep	N/A	Blues (Staff)	TBD
1800-1830	Student In-Processing	N/A	BDU	HQ
1830-1900	ATS Introduction	201	BDU	Classroom
1900-1930	Pre Test	N/A	BDU	Classroom
1930-1945	Break	N/A	BDU	Classroom
1945-2045	Uniform Purpose & Lab	212	BDU	Classroom
2045-2115	CAP History and Missions	202	BDU	Classroom
2115-2130	Travel	N/A	BDU	Barracks
2130-2200	Student PPT	N/A	PT	Barracks
2200	Student Lights Out	N/A	PT	Barracks

**SATURDAY**

<b><u>Time</u></b>	<b><u>Activity</u></b>	<b><u>Course #</u></b>	<b><u>Uniform</u></b>	<b><u>Location</u></b>
0600-0615	Reveille	N/A	PT	Barracks
0615-0630	Travel	N/A	PT	PT Location
0630-0715	Physical Training I	206	PT	PT Location
0715-0730	Travel	N/A	PT	Barracks
0730-0800	Personal Prep Time	N/A	BDU	Barracks
0800-0845	Breakfast	N/A	BDU	Mess Hall/Area
0845-0900	Travel	N/A	BDU	Classroom
0900-0945	Professionalism	207	BDU	Classroom
0945-1015	Responsibility & Accountability	208	BDU	Classroom
1030-1045	Break	N/A	BDU	Classroom
1045-1115	Drill Terms	214	BDU	Classroom
1115-1130	Travel	N/A	BDU	Drill Field
1130-1230	Drill Lab I	215	BDU	Drill Field
1230-1315	Lunch	N/A	BDU	Mess Hall/Area
1315-1330	Travel	N/A	BDU	Classroom
1330-1400	CAP Organization	203	BDU	Classroom
1400-1430	The CAP History and Missions	202	BDU	Classroom
1430-1500	The Cadet Honor Code	211	BDU	Classroom
1500-1515	Break	N/A	BDU	Classroom
1515-1530	Travel	N/A	BDU	Drill Field
1530-1630	Guidon Use & Lab	213	BDU	Drill Field
1630-1715	Introduction to Leadership/Teamwork	205	BDU	Classroom
1715-1730	Break	N/A	BDU	Classroom
1730-1745	Travel	N/A	BDU	Drill Field
1745-1845	Drill Lab II	216	BDU	Drill Field
1845-1930	Dinner	N/A	BDU	Mess Hall/Area
1930-1945	Travel	N/A	BDU	Classroom
1945-2045	Leadership Exercises	219	BDU	Classroom
2045-2100	Travel	N/A	BDU	Barracks
2100-2200	Student PPT	N/A	PT	Barracks

2200	Student Lights Out	N/A	PT	Barracks
------	--------------------	-----	----	----------

### **SUNDAY**

<b><u>Time</u></b>	<b><u>Activity</u></b>	<b><u>Course #</u></b>	<b><u>Uniform</u></b>	<b><u>Location</u></b>
0600-0615	Reveille	N/A	PT	Barracks
0615-0630	Travel	N/A	PT	PT Location
0630-0715	Physical Training II	206	PT	PT Location
0715-0730	Travel	N/A	PT	Barracks
0730-0900	PPT, Clean & Pack	N/A	Blues	Barracks
0900-0945	Breakfast	N/A	Blues	Barracks
0945-1000	Travel	N/A	Blues	Drill Field
1000-1100	Drill Lab III	217	Blues	Drill Field
1100-1145	Review Boards & Lab	209	Blues	Classroom
1145-1200	Travel	N/A	Blues	Mess Hall/Area
1200-1245	Lunch	N/A	Blues	Mess Hall/Area
1245-1300	Travel	N/A	Blues	Parade Field
1300-1330	Formation Practice	N/A	Blues	Parade Field
1330-1430	Drill Lab IV	N/A	Blues	Drill Field
1430-1445	Travel	N/A	Blues	Classroom
1445-1515	Character Development: Core Values	210	Blues	Classroom
1515-1545	Wing/Region/Nat'l Activities	204	Blues	Classroom
1545-1615	Post Test	N/A	Blues	Classroom
1615-1630	Restroom Break/Travel	N/A	Blues	Parade Field
1630	Graduation Ceremony	N/A	Blues	Parade Field

**Please remember to have a closing staff meeting after .**



