

TRAINING LEADERS OF CADETS

A curriculum for the adults who lead CAP cadets

COLLECTED LESSON PLANS August 2008



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WELCOME & OVERVIEW

Seminar A1 Lesson Plan

Scope: This brief seminar introduces students to the TLC program. Students learn about the TLC course goals, the course schedule, how seminars will be conducted, and other administrative issues. With the help of a survey, students describe their personal goals in attending TLC, thereby helping the instructors tailor the course to the audiences' needs. The seminar concludes with the students introducing one another to the group.

Format: Briefing / Informal Lecture

Duration: 30 minutes (10 minutes to introduce course, and 1 minute per student to introduce themselves).

Objectives:

1. Describe the goals of the TLC program.
2. Describe the format and ground rules of TLC seminars.
3. Meet fellow students and staff.

Resources: TLC Course Goals (hand-out); Schedule (customized by the host unit)



STARTING POINT

Introduce yourself and welcome everyone to TLC.

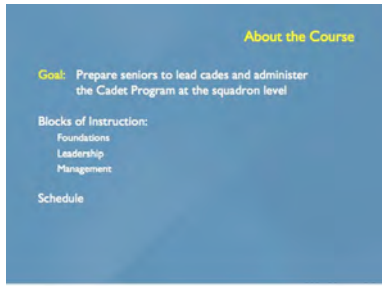


ATTENTION & MOTIVATION

CADETS NEED LEADERS. Our cadets are proud to wear their uniform, and they work incredibly hard to develop their potential, but a 12-year old cadet basic cannot develop into one of tomorrow's aerospace leaders without adult guidance. The cadets know this. In survey after survey, cadets have said that senior member leadership is the number one factor in making their CAP experience worthwhile. Your participation in TLC is important to them. On behalf of the cadets, *thank you* for volunteering your time to attend TLC.

MAIN POINT #1

TLC'S GOALS OFFER SOMETHING FOR EVERYONE



TLC Goals. As indicated on the slide and on the “TLC Course Goals” hand-out, this course is aimed at the seniors who lead cadets and manage Cadet Programs at the squadron level. If you’re new to working with cadets, TLC is a great way to gain practical tips on how to get your squadron going. If you’re an experienced leader of cadets, you are sure to take more than a few ideas home with you through our group discussions.

Blocks of Instruction. How will we reach our primary goal? TLC is organized around three main blocks of instruction. [Again, refer to the “TLC Goals” handout]

Foundations Block: Some of these lessons are on-line, but we will also take time today to discuss what the Cadet Program aims to achieve for our cadets and for America.

Leadership Block: Being a mentor to a young person is both rewarding and challenging. In CAP, our cadets range from 12 to 20, so our squadrons operate as one-room schoolhouses, and therefore our senior members need to know how to reach a diverse group of early adolescents and college-age young adults. During this block, we’ll consider some of the leadership principles and methods involved in being an effective leader of cadets.

Management Block: During this block, we’ll explore some of the main rules and regulations that guide us in implementing a cadet program. This block will have a practical focus, as we’ll discuss good ways to plan weekly meetings and weekend activities.

Schedule.

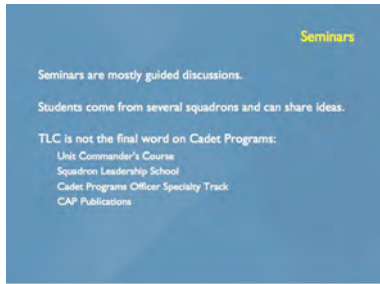
Distribute a hard-copy schedule and review it with the students.

TRANSITION

Within each of the blocks of instruction are a number of seminars, which is what we’ll look at next.

MAIN POINT #2

SEMINARS WILL PROMOTE DISCUSSION & THE SHARING OF BEST PRACTICES



Seminar Goals. We will cover a lot of ground during our two days together, but it would be impossible for TLC to be the final word on Cadet Programs. During the informal lecture portions of seminars, the instructors will focus on the most important policies and procedures. We will spend the majority of our time discussing those concepts and sharing best practices.

Venue & Audience. To make those discussions meaningful, we are conducting TLC at the (group / wing) level in the hope that by having a number of squadrons represented, the discussion will be that much more diverse and lively.

TLC is not the Final Word on Cadet Programs. Again, we have an ambitious course planned for you, but TLC is only a starting point for learning how to make a cadet or composite squadron flourish. For example, if you are an expert on CAP personnel policies, please do not feel we are slighting your area by focusing only on the fundamental cadet-related issues, and not going into depth about, say, the membership termination appeals process, or who is appointed to the MARB. Our emphasis will be on Cadet Program fundamentals, as they relate to the typical squadron.

Student Handouts. If you would like a tool to help you follow along with the discussion and take notes, use the student "note-takers."

TRANSITION

Specifically, here is how we would like to see the seminars proceed:

MAIN POINT #3

SEMINARS ARE A TIME FOR COLLEGIALITY



Course Attitudes. We would like seminars to be marked by collegiality. By that, I mean please volunteer your ideas, and with an open mind, listen carefully to the ideas of others. The discussions are opportunities for you to compare your squadron's practices with what everyone else is doing, and unapologetically "steal" their best practices.

Administrative Notes.

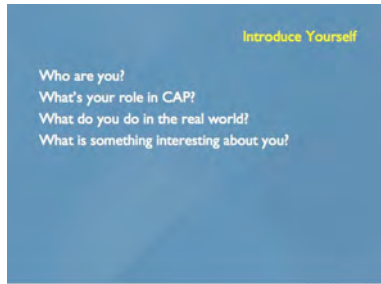
Announce local information, as needed.

TRANSITION

We all know about the goals and format of TLC. Next, let's get to know one another.

MAIN POINT #4

LET'S GET ACQUAINTED



Ask each student to introduce themselves. One minute for each student.

CONCLUSION

Does anyone have any questions about our goals or plans for TLC?

Answer questions as they come up.

We're off to a good start. We all know each other, and everyone is motivated to learn something new about leading cadets and managing the Cadet Program. We'll take a brief coffee break and then begin TLC in earnest.

STRATEGIC OVERVIEW OF THE CADET PROGRAM

Seminar F3 Lesson Plan

Scope: During this seminar, students will investigate how cadets perceive their own cadet experience, and what CAP means to them. Second, students will discuss what outcomes the Cadet Program achieves for America and the cadets themselves.

Format: Guided Discussion

Duration: 30 minutes

Objectives:

1. Describe how cadets perceive the Cadet Program and what CAP means to them.
2. Describe the outcomes the Cadet Program achieves for America and the cadets themselves.

Resources: CAPP 52, *Investing in America's Youth*

STARTING POINT

Introduce yourself and state the seminar's topic.



INTRODUCTION & OVERVIEW

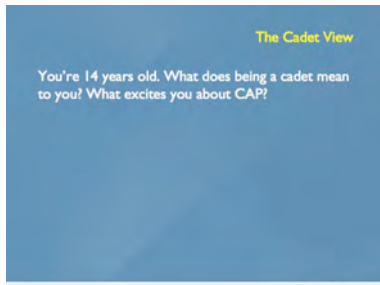
This seminar takes a strategic look at the Cadet Program. By that, I mean we will focus on the outcomes of the cadet program, not on the nuts and bolts of how the program is administered. We'll do this by considering two perspectives. First, we'll imagine what the Cadet Program is like from the vantage point of a cadet. Second, we'll consider what the Cadet Program achieves in the long-term for America and the cadets themselves.

Pictured here of course is Nicole Malachowski, the first female to fly with the USAF Thunderbirds. She credits her time as a CAP cadet with helping her achieve her dream.

It's important that we begin TLC with these discussions because as leaders of cadets, we need to focus our squadrons, fellow senior members, and cadets on the big picture and the long-term benefits cadets receive from their CAP membership.

MAIN POINT #1

CADETS' PERSPECTIVES



Take a moment and imagine what it is like to be a cadet. What does the Cadet Program mean to you if you are 14 years old? As a young person, what do you think you are getting out of your cadet experience?

[Divide the whiteboard into two columns. Label one column, "Cadets' Perspectives." Within this column list the students' responses to the question above. The second column is for Main Point #2.]

Anticipated Responses:

Wearing the uniform

Flying

Contributing to life-saving missions

Being in charge & learning to lead

Interacting with Air Force people

Making new friends

Working toward an Academy appointment or military career

Being unique by joining a group that is unlike sports teams or clubs

Being a cadet, not a kid

Points of Emphasis:

1. Cadets take their program seriously and want cadet life to be challenging. They're *cadets*, not kids.
2. For most cadets, "long range" thinking takes them just a few weeks into the future.

TRANSITION

We've discussed what cadets think being a cadet is all about. But, now let's take a different perspective and consider the Cadet Program from our vantage point as adults.

