



CIVIL AIR PATROL

CIVIC LEADERSHIP ACADEMY 2009 CURRICULUM GUIDE



CIVIL AIR PATROL USAF AUXILIARY
CIVIC LEADERSHIP ACADEMY
CURRICULUM GUIDE

PERSUASIVE LEADERSHIP
FEDERAL GOVERNMENT
PUBLIC SERVICE CAREERS
AMERICAN HERITAGE

MISSION

To foster cadet officers' civic growth by increasing their leadership skills, sense of civic responsibility, and overall interest in the democratic process.

"I learned more about the United States and its government in one week at CLA than I did in an entire year of AP Government class at school."

Cadet DANIEL RUFFIN, Ohio
CLA Class of '06,
U.S. Naval Academy, Class of '10

"It was an honor to see the stars on the CIA wall that represent unknown men and women who died for America, never to receive the respect they truly deserve."

Cadet TESSA POPPE, Iowa
Class of '05

CURRICULUM REVIEW

The National Association of Secondary School Principals has placed the Civil Air Patrol Civic Leadership Academy on its National Advisory List of Student Contests and Activities for 2008-09. To confirm our listing, see principals.org.



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1. COURSE OVERVIEW

POLITICS. It is more than campaigning for office: A political life is one of public service. The political sphere includes how people exercise freedom, cooperate to help one another, and govern themselves and their world. America’s future depends on today’s young people becoming engaged in our national civic life.

MISSION The Civic Leadership Academy fosters cadet officers’ civic growth by increasing their leadership skills, sense of civic responsibility, and overall interest in the democratic process.

SYNOPSIS The Civic Leadership Academy is an opportunity for 24 of CAP’s brightest cadets from across America to explore their government and learn how the three federal branches and the media inter-relate. Cadets will increase their abilities to lead persuasively and articulate a well-reasoned, personalized message. The Civic Leadership Academy culminates with the CAP Legislative Day, during which time cadets will meet with Congressional leaders and perform the real-world mission of helping them better understand CAP’s worth to America.

BLOCKS OF INSTRUCTION The curriculum is organized into four blocks of instruction. Further, each block is divided into a number of lessons, tours, and activities:

PERSUASIVE LEADERSHIP

How do political leaders build consensus?

FEDERAL GOVERNMENT

What are the roles of the three branches of government?

How do professionals carry-out the work of government?

The federal government block is further divided into sub-blocks: Introduction, Legislative Branch, Executive Branch, and Judicial Branch

PUBLIC SERVICE CAREERS

What career opportunities are available to political enthusiasts?

How should cadets prepare for public service careers?

AMERICAN HERITAGE

What do our nation’s monuments tell us about America?

STRATEGY & SEQUENCING

The Civic Leadership Academy begins with classroom activities to provide a foundation for guided observations and field trips in our nation's capital. Cadets will draw upon this foundation as they experience government first-hand. A reading list augments these classroom activities to provide a common intellectual framework, as cadets come to CLA from diverse educational and cultural backgrounds (see *Guide to Readings* for details).

Because the CLA curriculum builds toward CAP Legislative Day as a capstone activity, the cadets will complete most of the activities within the federal government and persuasive leadership blocks prior to Legislative Day. During Legislative Day, cadets will support a real-world advocacy mission, and in the process, demonstrate their understanding of government and persuasive leadership.

The public service careers block is conducted concurrently with the persuasive leadership and federal government blocks. As cadets interact with government professionals, they will learn what challenges and rewards are unique to that career field, and how they should prepare themselves if they aspire to enter that career.

The American Heritage block is an opportunity for cadets to deepen their appreciation for, and become inspired by, our nation's most celebrated monuments. Because CAP cadets are air-minded, a trip to the Smithsonian's Air & Space Museum is included in this block of instruction.

ACADEMIC FREEDOM & NON-ATTRIBUTION

The best environment for learning is one where all participants – students, instructors, guest speakers and staff – exchange ideas in an atmosphere of academic freedom.

To create such an environment, all CAP members must regard speakers' academic statements as privileged conversations. At no time is a speaker to be quoted by name, either during the CLA or after returning home. Instead, quote speakers only indirectly.

For example, one might say, "A previous speaker told us... do you agree with that individual's position?" These guidelines assure cadets and lecturers that they may speak candidly. The non-attribution policy maximizes everyone's potential for learning.

GRADUATION REQUIREMENTS

Cadets must fulfill the following requirements to be eligible for graduation from the Civic Leadership Academy, and to qualify for the National Cadet Special Activities Ribbon:

- 1 Participate actively in at least 80% of CLA activities.
- 2 Complete the EV-11 Responses to Readings assignments.
- 3 Display a high degree of professionalism, in the judgment of the CLA director.

The Activity Director is the final arbitrator in determining graduation credit.

2. PERSUASIVE LEADERSHIP

How do political leaders build consensus?

LEADERSHIP in a political environment requires special skills. The most successful political leaders, whether they are senators, presidents, judges, officials, or advocates, build a consensus for their position. In this block, cadets will learn how to succeed through the use of persuasion. The activities are designed to help them understand how leaders accomplish goals in Washington, and also to equip them with skills they can use while advocating for CAP and leading in their community.

CONTACTING GOVERNMENT

PL-10 *On-line module; approximately 20 minutes*

How does one make contact with their government? Whom do you contact? How do you proceed to communicate your ideas or concerns to elected representatives? This on-line module briefs cadets on how to arrange an office call on Capitol Hill.

METHOD: On-line slide-show (see also EV-10 Contacting Government: Checkride)

OBJECTIVE: To comprehend the customary process used in requesting a meeting with an elected representative or legislative aide.

SAMPLES OF BEHAVIOR:

- 1 Describes the basic structure of a legislative office.
- 2 Identifies the key steps involved requesting an office call.
- 3 Describes and demonstrates proper etiquette.

CONVEYING CAP'S MESSAGE

PL-20 *90 minutes*

This informal lecture will cover the basics of the talking points used during CAP Legislative Day, and will allow the CLA cadets to begin personalizing their own messages. Cadets will formulate a story from their array of CAP experiences, and the work of other CAP members in their states.

METHOD: Informal lecture

INSTRUCTOR: CLA Faculty

OBJECTIVES: To demonstrate knowledge of the talking points for legislative day, and to formulate personal stories to share with their legislators.

SAMPLES OF BEHAVIOR:

- 1 Recalls the talking points
- 2 Explains how the talking points are connected to their experiences as a cadet, and to the experiences of other CAP members in their state.

READING:

1. "Albright on Communication, Information, and Negotiation" by Abbie Lundberg and Meridith Levinson

THE ETIQUETTE & STRUCTURE OF THE LEGISLATIVE MEETING

PL-22 *60 minutes*

This informal lecture will outline the roles and responsibilities of the staff members who support legislative offices on Capitol Hill. The cadets will learn about potential career opportunities, how the legislative office functions, and how the cadets' messages to the Hill will be used to inform the legislators -- even if the cadets do not meet the legislators in-person. The cadets will also understand the office's chain of command.

METHOD: Informal lecture

INSTRUCTOR: CLA Faculty

OBJECTIVES: To comprehend the role of Capitol Hill legislative office staff.

SAMPLES OF BEHAVIOR:

- 1 Identifies the Capitol Hill office staff chain of command.
- 2 Describes the staff roles and responsibilities.

LEGISLATIVE DAY PREPARATION

PL-23 *90 minutes*

This informal lecture and interactive session will model potential ways for the cadets to deliver the Legislative Day talking points through their personalized messages, and will challenge them to speak and lead persuasively. The cadets will also be challenged with some adversarial situations, and will be shown how to overcome the situation, win over the listener, and deliver their message successfully.

METHOD: Informal lecture and interactive session

INSTRUCTOR: CLA Faculty

OBJECTIVES: To create and practice delivering a personalized Legislative Day message.

SAMPLES OF BEHAVIOR:

- 1 Formulates a message that includes all talking points.
- 2 Relates the talking points to stories from their personal experiences with CAP.
- 3 Analyzes the level to which the legislator or staff understands CAP.
- 4 Performs as a region team, with all cadets participating in the presentation.
- 5 Ensures all three missions of CAP are adequately described to the legislators.

LEGISLATIVE DAY

PL-30 *Approximately 10 hours*

This activity is both an exercise in persuasive leadership and a real-world mission. CLA cadets will participate in CAP Legislative Day, communicating CAP's worth to our political leaders. Cadets will need to draw on their CAP experiences, understanding of government, and persuasive leadership skills to be effective advocates for CAP. Along with EV-20 and EV-30, this event is a capstone activity for the CLA.

METHOD: Practicum

PARTICIPANTS: Cadets, escorts, CAP commanders, legislative aides, and elected representatives

OBJECTIVE: To demonstrate comprehension of the political process and the persuasive leadership skills necessary in advocacy.

SAMPLES OF BEHAVIOR:

- 1 Demonstrates proper etiquette during Congressional office visits; display a professional bearing and positive attitude throughout Legislative Day activities.
- 2 Demonstrates an ability to present a clear, compelling, personalized message that communicates CAP's worth to America.
- 3 Demonstrates effective team communication, ensuring the message is conveyed through each member's contributions to the meeting discussion.

3. FEDERAL GOVERNMENT

What are the roles of the three branches of government?

How do professionals carry-out the work of government?

IN this block of instruction, cadets examine how the Constitution has separated power in federal government through our system of “checks and balances.”

Cadets will study and observe the activities of all three branches of government. Moreover, cadets will explore how elected officials, government professionals, and the media contribute to the public process.

THE LEGISLATIVE BRANCH: THE CONGRESS

FG-10 *90 minutes*

This seminar provides a foundation for the cadets’ tour of the Capitol. It reviews the legislative process and the role of Congress within our system of checks and balances. The accompanying reading outlines fundamentals of parliamentary procedure, enabling cadets to understand how a legislative body’s rules affect its operations. Other topics include the function of committees and the role of legislative staff.

METHOD: Informal lecture and group discussion

INSTRUCTOR: Lt Col Bill Brockman CAP

OBJECTIVE: To comprehend the role of Congress within our system of checks and balances.

SAMPLES OF BEHAVIOR:

- 1 Identifies the process of how a bill becomes a law.
- 2 Summarizes the functions of a legislative committee.
- 3 Describes how legislative staff contribute to the legislative process.

READING:

- 1 *Gavel to Gavel: A Guide to the Televised Proceedings of Congress* by C-SPAN and the Brookings Institute.

THE LEGISLATIVE BRANCH: THE CAPITOL

FG-11 *3 hours*

While other capitols in world history have been the location of secret deliberations, the U.S. Capitol remains open for citizens to observe their government in action. This tour is

an opportunity for cadets to deepen their appreciation for representative government by watching the legislative process from the House or Senate gallery, and/or a committee chamber. Cadets will also meet a legislative aide and learn how legislative staff make behind-the-scenes contributions to the process of government.

METHOD: Guided observation / field trip

INVITED SPEAKERS: Legislative staff (TBD)

OBJECTIVE: To comprehend the role of Congress and the legislative process.

SAMPLES OF BEHAVIOR:

- 1 Justifies why the Capitol remains open despite security risks.
- 2 Interprets or paraphrases the proceedings of a legislative body, as they occur.
- 3 Explains how legislative staff contribute to the legislative process.

THE EXECUTIVE BRANCH: THE FBI POLICE POWERS OF THE FEDERAL GOVERNMENT

FG-20 *3 hours*

As defined in the Preamble to the Constitution, one of the key purposes of our federal government is to establish justice. Since 1908, the Federal Bureau of Investigation has enforced the criminal laws of the United States, and since 9-11, the FBI has made protecting the United States from terrorist attack its highest priority. Cadets will visit FBI headquarters to explore the mission of America's premiere law enforcement agency. Cadets will also consider how the FBI relates with the states, under our system of federalism.

METHOD: Guided observation / field trip

GUIDE & DISCUSSION LEADER: Ms. Jennifer F. Toigo, Section Chief, FBI

OBJECTIVE: To comprehend the mission of the FBI and the checks and balances on the federal government's police powers.

SAMPLES OF BEHAVIOR:

- 1 Describes the mission of the FBI, and discusses how the FBI upholds the law and protects America from terrorist attack.
- 2 Explains how and why the FBI director is separated from the political process.
- 3 Explains the scope of the FBI's jurisdiction and how it relates with state governments under our system of federalism.

READINGS:

- 1 "Day in the Life of a Special Agent," by the FBI.
- 2 "Quick Facts About the FBI," by the FBI.
- 3 Director Mueller at the Senate Judiciary Committee (17 Sept 2008).

THE EXECUTIVE BRANCH: THE PENTAGON CIVIL CONTROL OF THE MILITARY

FG-21 3 hours

During their week in Washington, cadets learn about our Constitution's system of checks and balances. One example of this principle is that our military remains under civilian control. This seminar is designed to explore the theories and day-to-day realities affecting civilian control of the military, both during peacetime and in war. This activity will include a tour of the Pentagon, and two presentations relating to civilian control of the military.

METHOD: Informal lecture / group discussion and field trip

DISCUSSION LEADER: Col. Richard Anderson, USAF, Military Assistant to the Deputy Under Secretary of Defense (Technology Security & National Disclosure)

OBJECTIVE: To comprehend why the military is placed under civilian control.

SAMPLES OF BEHAVIOR:

- 1 Defends the principle that the military should be subject to civil authority.
- 2 Discusses how military officers and civilian authorities divide the labor of leading the armed forces.
- 3 Describe how the different services work together through the Joint Staff.

READINGS:

- 1 *Truman*, by David McCullough (pages 831-846, the decision to fire MacArthur).
- 2 "Civil Control of the Military," by Richard H. Kohn.

THE EXECUTIVE BRANCH: THE STATE DEPARTMENT U.S. FOREIGN POLICY

FG-22 6 hours

This guided observation and field trip is an opportunity for cadets to increase their understanding of foreign affairs. Cadets will investigate the mission and operations of the State Department. This activity will include numerous briefings and discussions about contemporary issues affecting U.S. foreign policy. Additionally, cadets will explore careers in the foreign service.

METHOD: Guided observation / field trip

GUIDE & DISCUSSION LEADERS: Mr. David Staples, Public Affairs Officer, Bureau of Near Eastern Affairs, & Mrs. Olwyn Staples, Public Affairs Officer, U.S. Mission to the OAS.

OBJECTIVE: To comprehend how the State Department executes US foreign policy.

SAMPLES OF BEHAVIOR:

- 1 Describes the mission of the State Department.
- 2 Explains how the State Department helps formulate and conduct foreign policy.
- 3 Discusses factors affecting a contemporary issue in foreign policy.

READINGS:

- 1 "Transformational Diplomacy" by Secretary Condoleezza Rice.
- 2 *Diplomacy: The U.S. Department of State at Work*, by the U.S. Department of State.
- 3 Secretary Condoleezza Rice interview with Al Arabiya (18 Oct 2008).
- 4 "Assignment: Abroad," by the U.S. Department of State.

THE EXECUTIVE BRANCH: THE CIA ROLE OF THE INTELLIGENCE COMMUNITY

FG-23 4 hours

Shrouded in secrecy, the mission of the intelligence community is often misconstrued. Cadets will gain an understanding of how the intelligence community contributes to national security, and feeds other agencies vital information. In touring the CIA Museum, cadets will also develop an appreciation for the unsung heroes of the clandestine service.

METHOD: Guided observation / field trip

GUIDE & DISCUSSION LEADERS: Ms. Sharon Storey, CIA

OBJECTIVE: To comprehend the role of the Central Intelligence Agency.

SAMPLES OF BEHAVIOR:

- 1 Summarizes the mission of the CIA.
- 2 Explains how civilian leaders maintain control over the intelligence community.
- 3 Explains why information is vital to foreign policy and military operations.

READINGS:

- 1 "The Central Intelligence Agency: Who We Are, What We Do," by the CIA.
- 2 "At the Los Angeles World Affairs Council," (16 Sept 08), by Gen Michael Hayden.
- 3 "CIA Destroys Two Tapes," by Mark Mazzetti in the *New York Times* (7 Dec 07).

THE JUDICIAL BRANCH: ROLE OF THE JUDICIARY

FG-30 90 minutes

The judiciary is the branch of government that resolves disputes between ordinary citizens, and checks the powers of the other two branches of government through judicial review. This seminar begins with an overview of how the judiciary is organized, to include a discussion about the jurisdictions of the various types of courts. It concludes with a discussion of *Marbury v. Madison's* legacy.

METHOD: Informal lecture and discussion

INSTRUCTOR: Lt Col Ned Lee CAP

OBJECTIVE: To comprehend the role of the judiciary

SAMPLES OF BEHAVIOR:

- 1 Describes the judiciary's role in resolving disputes.
- 2 Describes the judiciary's role in interpreting law.
- 3 Discusses the concept of judicial review

READINGS:

- 1 "The Case That Made the Court," by Michael Glennon.
- 2 "Robert's Rules," by Jeffrey Rosen.

**THE JUDICIAL BRANCH:
THE SUPREME COURT**

FG-31 *3 hours*

When Americans feel their rights have been infringed and they have nowhere else to turn, they come here, to the Supreme Court. Previously, the Court was located in the Capitol, but in the 1930s, the federal judiciary underscored its independence- at least symbolically - by moving to a building of its own. Among the many courts in the US, what makes the Supreme Court unique? How does the Court hear arguments and conduct its business?

METHOD: Guided observation / field trip

DISCUSSION LEADER & INVITED SPEAKERS: Judge Edward F. Lee, California Superior Court (Lt Col, CAP) and a Supreme Court Fellow (TBD)

OBJECTIVE: To comprehend the role of the Supreme Court as the highest judicial body in the land.

SAMPLES OF BEHAVIOR:

- 1 Identifies the steps leading up to a case being heard by the Supreme Court.
- 2 Describes the role of oral arguments and the process for announcing decisions.
- 3 Describes the Supreme Court's exclusive powers.

4. PUBLIC SERVICE CAREERS

What career opportunities are available to political enthusiasts?

How should cadets prepare for public service careers?

AMERICA needs today's young people, especially those who think of themselves as leaders, to consider public service as a profession. Through this block of instruction, cadets will explore several public service careers, especially those that do not require election to office.

CAREER EXPLORATIONS

PS-10 *Duration varies / interwoven throughout curriculum*

Throughout the academy, cadets interact with government professionals representing different career fields. During each encounter, cadets will briefly explore what is involved in that occupation. What are the essential duties and challenges of the field? How should cadets prepare for such a career? What makes the career exciting? How should a cadet obtain more information about opportunities in the career field?

METHOD: Guided observations, field trips, and guest speakers

OBJECTIVE: To comprehend career opportunities in public service.

PROFILED CAREERS: Attorney, judge, legislative aide, elected representative, military officer, foreign service officer, intelligence analyst, FBI agent, public affairs specialist, journalist, government relations specialist, and related careers.

SAMPLES OF BEHAVIOR:

- 1 Describes the responsibilities, challenges, and rewards involved in each career.
- 2 Summarizes the qualifications needed to enter each career.
- 3 Identifies which careers interest them personally, and explains why.
- 4 Explains how cadets can learn more about the career field.

5. AMERICAN HERITAGE

What do our nation's monuments tell us about America?

WASHINGTON DC is one of the world's great cities, and as our nation's capital, it presents a fabulous display of America's democratic heritage. Cadets will tour Washington's notable monuments to deepen their sense of patriotism and be inspired by the great individuals and moments that have shaped American history.

AIR & SPACE LEGACY

AH-10 *Approximately 3 hours*

America's legacy in air and space is built on the genius of individuals and the collective effort of government. Cadets will tour the Smithsonian's National Air and Space Museum to see the outstanding artifacts of aerospace history, and to learn about the men and women who designed, built, and piloted them.

METHOD: Guided and/or self-guided tours

INVITED SPEAKER: Col Mary Feik CAP

OBJECTIVE: To comprehend how great individuals and events have formed America's legacy in air and space.

SAMPLES OF BEHAVIOR:

- 1 Describes how the event or individual being honored shaped aerospace history.
- 2 Identifies museum displays they find interesting and explains why.

NATIONAL MEMORIALS

AH-20 *Approximately 3 hours*

Cadets will tour monuments and museums that showcase American heritage. The schedule is designed to make allowances for the weather and individual interests. However, at a minimum, all cadets will visit the following sites: The World War II Memorial, The Korean War Memorial, The Vietnam Veterans' Memorial, and The Lincoln Memorial.

METHOD: Guided and/or self-guided tours

INVITED SPEAKERS: Lt Col Bill Brockman CAP

OBJECTIVE: To comprehend how great individuals and events formed American history.

SAMPLES OF BEHAVIOR:

- 1 Describes how the event or the individual being honored shaped American history.
- 2 Describes the American values represented by the monuments.

READINGS:

"A Memorial to Forget" by Christopher Knight, *Los Angeles Times* (23 May 2004).

ARLINGTON NATIONAL CEMETERY & THE WOMEN IN MILITARY SERVICE FOR AMERICA MEMORIAL

AH-21 *Approximately 2 hours*

Cadets will witness the changing of the guard at the Tomb of the Unknown Soldier and have the rare privilege of laying a wreath at the Tomb. Time-permitting, cadets will visit the Women's Memorial near Arlington Cemetery, which honors the sacrifices of fallen veterans and other citizens who served America.

METHOD: Guided and/or self-guided tours

OBJECTIVE: To comprehend some of the sacrifices men and women have made in the cause of defending our freedom.

SAMPLES OF BEHAVIOR:

- 1 Defends the maxim, "freedom is not free."
- 2 Describe the history, purpose, and symbolism of the Tomb of the Unknown Soldier.
- 3 Discuss milestones in the history of women's service in the U.S. military.
- 4 Render appropriate military courtesies while visiting Arlington National Cemetery.

READINGS:

- 1 "Only Woman Medal of Honor Holder Ahead of Her Time," by Rudi Williams.

6. EVALUATIONS

How will Civic Leadership Academy cadets and staff know whether they achieved the course objectives?

CADETS demonstrate what they learn at the Civic Leadership Academy through five evaluations. The faculty uses these instruments to measure individual performance and the academy's overall effectiveness. The evaluation methods include an informal "checkride" that precedes the cadets' calling Capitol Hill to schedule office visits, short-answer essay responses to questions that relate to the reading assignments, a capstone seminar for synthesizing and discussing the week's events, a team project at week's end, and an end-of-course critique.

CONTACTING GOVERNMENT: LEGISLATIVE DAY CHECKRIDE

EV-10 Individualized; times vary

After completing the Contacting Government module on-line (PL-10), cadets will demonstrate they have met that lesson's learning objectives by calling a faculty advisor and explaining the steps and principles they will use in scheduling an appointment with their elected representatives.

METHOD: One-on-one discussion

CRITERIA: See PL-10 Contacting Government

RESPONSES TO READINGS

EV-11 Individualized; times vary

Many of the lessons described in this guide include reading assignments designed to provide a foundation for meetings with guest speakers, tours, lectures, and other activities. Cadets will demonstrate they understand each reading by writing responses to review questions. The faculty will review these homework assignments prior to the cadets' arrival in Washington, informally evaluate them, and provide individualized tutoring on those concepts that are not clear to the cadet.

METHOD: Short answer replies to review questions; one-on-one discussion, as necessary

LEAD FACULTY ADVISOR: Lt Col Bill Brockman CAP

CRITERIA: See the review questions listed in the *CLA Reading Guide*.

CAPSTONE SEMINAR

EV-20 *60 minutes*

The purpose of this seminar is to synthesize the various lessons, tours, and lectures from guest speakers that the cadets encountered during the week. Cadets will have experienced every branch of government, interacted with notable guest speakers, and been inspired by Washington's fabulous display of our democratic heritage. What do these experiences tell us about democratic values and representative government? What is challenging and exciting about a career in public service? What sorts of leadership skills and attitudes are needed to succeed in a political environment? This seminar is an opportunity for cadets to reflect on those questions and more.

METHOD: Guided discussion

DISCUSSION LEADER: Lt Col Ned Lee CAP

OBJECTIVE: To assess whether each cadet achieved his or her personal goals and the objectives of the academy.

SAMPLES OF BEHAVIOR:

- 1 Describes their personal view of what constitutes effective government, based on their CLA experience.
- 2 Summarizes the persuasive leadership skills necessary for success in public service.
- 3 Describes the unique challenges involved in a public service career.