

# Integrating the Mission

## Lesson Plan

**DURATION:** 50 Minutes

**TEACHING METHOD:** Lecture/Discussion

**REFERENCES:** Student Guide

**TEACHING AIDS/HANDOUTS:** Student Guide, slide presentation

**READING ASSIGNMENT:** Student Guide

<b>Lesson Objective:</b>	Explain the importance of integrating CAP's three main mission elements within your unit.
<b>Behavioral Objectives: At the end of this segment students will be able to:</b>	<ol style="list-style-type: none"> <li>1. Define <i>integrated missions</i>.</li> <li>2. Understand how CAP's mission elements are integrated naturally.</li> <li>3. Describe what happens when mission elements aren't being integrated.</li> <li>4. Create examples based on your unit's individual specialty.</li> <li>5. Develop an integrated plan to take advantage of the natural relationship between mission elements.</li> </ol>

## Lesson Strategy

The mission elements of Civil Air Patrol are designed to be integrated. No one element can truly function independently from the others. Though individual squadrons may concentrate more on one of the three elements than the others, there is no way a unit can focus on one part alone, and still fulfill CAP's total mission.

During this segment your job is to help the class recognize this, through showing the relationships between the mission elements. An excellent teaching aid is the use of the three-bladed prop model. Though no one really knows who originally thought of the model, it is an effective illustration of the permanent bond Emergency Services, Aerospace Education, and the Cadet Program have with one another.



Point out that each mission element is represented by a propeller blade, with the hub of the blade representing the members. When one blade is removed, the propeller loses its effectiveness, and the plane won't fly. When the members, or hub, are removed, there is no way for the blades to be joined together.

You should show the students where relationships exist, encouraging them to draw their own correlations in a group setting. Then show them how to consciously develop plans integrating the missions naturally.

The first exercise has the participants come up with their own examples of how the mission elements are interrelated. The second exercise has you assist the participants in developing an integrated program for them to use at their home unit. An integrated plan is a conscious development of activities taking advantage of the natural relationships. This way they can tailor programs embracing their units specialty while maintaining balance between the elements.

When you do this, put the ideas up on a board or flip chart for the entire class to see. When you begin this exercise, you will be helping them develop a model for their squadrons.

Encourage discussion, and while giving examples, encourage the students to develop their own. Be sure to leave enough time at the end of the class to do the second exercise. Go far enough into the integrated plan to lay a solid foundation for the students to use in their own units.

The teaching outline provides an introduction, outline of the main points, and a conclusion to be adapted as required to meet the needs of a particular wing. The presenter should personalize the lesson to reflect the unique characteristics of the wing.

## LESSON OUTLINE

### **MAIN POINTS:**

- I. Aerospace Education overview
- II. Emergency Services overview
- III. Cadet Programs overview
- IV. Mission relationships

# Teaching Plan

## Lesson Objective:

Explain the importance of integrating CAP's three main missions within your unit.

### ATTENTION:

True or false: The Cadet Program doesn't have anything to do with either Aerospace Education or Emergency Services. Here's another true or false question: Aerospace Education doesn't have anything to do with the Emergency Services mission. Both answers are FALSE.

### MOTIVATION:

Each one of CAP's main mission elements is linked to the others. That is to say, each facet benefits from the activities of the other. For instance, the Cadet Program benefits from the teamwork that comes from working in Emergency Services teams. No element is mutually exclusive, and for a squadron to be good at the particular element it specializes in, it must also work to achieve CAP's total mission.

### OVERVIEW:

In this segment we'll discuss the ways each of CAP's three main mission elements benefit one another. We'll also take a look at ways to emphasize those relationships in your program, and to balance what your unit specializes in with the total mission.

## Transition:

STATE: Your unit's charter states you must support the total mission of Civil Air Patrol. While each mission element has components unique to it, in the end, each one helps to reinforce the other. This is what is meant by integrated missions.

### MP I. Aerospace Education overview

#### A. Internal

Teaches members about the aerospace environment.

#### B. External

Educating the general public - concentrating on the nation's children.

#### C. Impact on Cadet Program:

1. Direct link in the academic portion of the cadet program.
2. Linked through orientation flight program.
3. Linked in national special activities such as:
  - a. Air Education and Training Command Familiarization Course.
  - b. Air Force Space Command Familiarization Course.
  - c. National Flight Encampment.
  - d. National Glider Encampment.
  - e. etc.

#### D. Impact on Emergency Services:

1. Aerial search and rescue.
2. Satellite navigation and communication links.
3. SARSAT to lead to lost aircraft.
4. GPS assistance in ground search.

### MP II. Emergency Services overview

#### A. The most well known facet of the CAP program.

B. Members dedicated to saving lives.

C. Impact of Aerospace Education:

1. The very focus of most of search and rescue is a link to AE.
2. Most of the technology CAP uses in SAR has roots within the aerospace industry:
  - a. Aircraft.
  - b. GPS.
  - c. Microcomputer technology in radios.
  - d. Video equipment.
  - e. Digital imaging.
  - f. Satellite radio communications.

D. Impact of Cadet Program:

1. Provides trained, plentiful resources to assist in:
  - a. Administration.
  - b. Communications.
  - c. Ground search.
2. Through ground search cadets provide another dimension of search capability - pilot's loiter time is limited, if the target is found, pilots cannot jump out of the plane to be sure it is in fact the target.
3. Cadet resources free senior members to do more specialized and complex tasks.

### MP III. Cadet Programs overview

A. Designed to stimulate youth interest in public service, the aerospace community, and the military.

B. Impact of Aerospace Education:

1. A mandatory component of the cadet achievement program.
2. Cadet flight orientation program is an outstanding practical application of aerospace power.

C. Impact of Emergency Services:

1. Provides cadets with vital skills and team training.
2. Instills a sense of public responsibility and service.

### MP IV. Mission Relationships

A. **Exercise** - have students give their own examples of the relationships between the three primary mission elements - no more than three minutes in length.

B. Squadron specialization should not be an inhibitor to integrating missions

1. The unit will be better at its particular specialty if the members understand how the other elements relate.
  2. Squadrons should construct programs to support CAP's total mission.
- Success is achieved through balance.

### Exercise

Have the students brainstorm how their units can develop activities which can serve to better integrate CAP's three primary mission elements. Write them on a board, flip chart, etc. Have the students discuss and share ideas as time allows.

## Questions and answers

Student Guide Questions:

**How are CAP's three main mission elements similar to the three-bladed propeller?**

*When CAP drops a element (as a blade drops from the propeller), the program falls out of balance and won't work.*

**What are some other relationships between mission elements?**

*EX: Model rocketry is an AE program designed for cadets.*

*A cadet working on a ground team or on the flight line supports ES.*

Field any questions the students may have.

## Conclusion

### SUMMARY:

To have a great Emergency Services program, you need a corps of cadets who are well disciplined and trained. Likewise, you can't have a sound cadet corps who can appreciate what the aircrew is trying to tell them, or do for them, if they don't have the Aerospace Education background to understand what happens in the airplane.

### CLOSURE:

One of the main ways to achieve this balance is to have a structured unit training program. Just as meetings need to be planned, so does member training. In the next segment, we'll talk about unit training programs, and how you can make yours better.