

DRAFT

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CADET ENCAMPMENT GUIDE

CIVIL AIR PATROL  CADET PROGRAMS



LEADERSHIP
AEROSPACE
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CAPP 52-24

CADET ENCAMPMENT GUIDE

Publication to Take Effect No Sooner Than: 1 March 2013

Note: CAPR 52-16 would be updated to require encampments to operate per these guidelines.

This publication offers guidance on CAP cadet encampments, including program goals, operational standards, learning experiences, staff organization, and other topics. Regions and Wings may issue operating instructions, handbooks, training materials, etc., that amplify this document's guidance, but will not issue supplements that contradict any guidance found in this publication.

Special thanks to the **California Wing Cadet Programs Team** for sharing their *Encampment Training Manual*. **Lt Col Kit Reichert** deserves great acclaim for creating the ETM, a publication that is as educationally-sound as it is loaded with practical, real-world wisdom. This new national-level Cadet Encampment Guide is built upon the California ETM's foundation.

OPR: CP

Approved by: CAP/CC, CAP-USAF/CC (pending)



CONTENTS

Part 1	Introduction to the Encampment Program	2
Part 2	Operational Standards	6
Part 3	Learning Experiences	11
Part 4	Staff Organization	25
Part 5	Inspection Programs	29
Part 6	Award Programs	32
Attachment 1	Cadets' Critique Form	forthcoming
Attachment 2	Seniors' Critique Form	forthcoming
Attachment 3	Safety Checklist	forthcoming
Attachment 4	Inspection Scorecard	forthcoming

AVAILABLE ELSEWHERE

Cadet Encampment Handbook	tba
Lesson Plan Library	tba

PART 1

INTRODUCTION *to the* ENCAMPMENT PROGRAM

1.1 Introduction

a. Mission. The purpose of the cadet encampment is for cadets to develop leadership skills, investigate the aerospace sciences and related careers, commit to a habit of regular exercise, and solidify their moral character.

b. Vision. The vision for the cadet encampment is “an immersion into the full challenges and opportunities of cadet life.”

c. Philosophy. Encampment presents the five key traits of cadet life – the uniform, aerospace themes, opportunities to lead, challenge, and fun (ref: CAPR 52-16, chapter 1) – in an intensive environment that moves cadets beyond their normal comfort zones for personal growth.

Through activities such as rappelling, obstacle courses, firearms training, and the like, encampments encourage safe, calculated risk-taking in a safe environment. To develop their resilience, cadets may encounter momentary setbacks toward their personal and team goals during the carefully designed activities. Adult guidance and encouragement from fellow cadets ensures a supportive environment.

Encampment showcases the Cadet Program’s regimented, military-like training model in a positive, age-appropriate manner consistent with CAP and Air Force traditions. Encampments operate at a higher level of intensity in respect to the military aspects of cadet life than virtually any other cadet activity, short of some of the premiere NCSAs. The strictness, rigor, sense of urgency, and overall expectations of military bearing will be markedly more challenging at encampment – yet still age-appropriate – compared with a weekly squadron meeting or Saturday field exercise. CAPP 52-23, *Cadet Protection Policy Implementation Guide*, is a “must read” for its valuable discussion about intensity levels.

Overall, encampments should be fun, in part because they challenge cadets and enable them to earn a sense of accomplishment.

d. Goal Areas. Encampments aim to serve multiple constituencies. There are more people who have a stake in the program than simply the first-year cadet-students. In fulfilling its purposes and realizing its vision, the encampment pursues goals in five different areas simultaneously.

The overall encampment program sets goals for each cadet-student as an individual – what CAP hopes that cadet will know, do, or value as a result of encampment.

Second, encampment is a learning experience for each member of the cadet cadre, so the program sets goals for those advanced cadets.

Third, it is not enough that each cadet succeed individually; encampments aim to foster teamwork, so the program sets collective goals for the flights as teams.

Fourth, encampment is a venue for adult CAP members to grow as leaders of cadets, so the program sets goals for those individuals.

And finally, the encampment is the centerpiece of the wing-level Cadet Program, providing the wing with an opportunity to boost the capabilities of its hometown cadet and composite squadrons and to standardize cadet training within the wing, so the encampment program pursues goals for the wing’s overall Cadet Program.

ENCAMPMENT PURPOSES

The purpose of encampment is for each cadet to:

- develop leadership skills
- investigate aerospace sciences and related careers
- commit to a habit of regular exercise
- solidify their moral character.

ENCAMPMENT VISION

“An immersion into the full opportunities and challenges of cadet life.”

ENCAMPMENT GOAL AREAS

Encampment pursues goals in five different areas simultaneously. The overall encampment program sets goals for:

- each cadet-student as an individual
- each cadet-cadre member as an individual
- the cadets collectively, as flights or teams
- each senior member as an individual
- programatically, for the Wing’s overall Cadet Program

1.2 Key Program Guidance

a. Authorization. Only NHQ and commanders of regions, wings, and overseas squadrons may authorize an encampment. These echelons may authorize multiple encampments in a given year. The Director of Cadet Programs (or equivalent) oversees the encampment program and supervises (or serves as) the encampment commander.

b. Air Force Credentialing & Supplements. The encampment is the cadets' major introduction to Air Force service traditions and career opportunities, and is pre-requisite for the Mitchell Award, whose recipients are eligible to enlist in the Air Force at the grade of E-3. Therefore, the Air Force, through CAP-USAF, is a key stakeholder of the encampment program. CAP will coordinate all significant revisions to the encampment program with CAP-USAF before enacting any changes. Accordingly, encampments may issue operating instructions, handbooks, training materials, etc., that amplify this document's guidance, but will not issue supplements that contradict anything found in this publication.

c. Military & Federal Agency Support. AFI 10-2701 (3.9.2), *Organization and Function of the Civil Air Patrol*, authorizes Air Force installations to support encampments. Title 10, USC §9443, allows federal agencies to support CAP activities with equipment, supplies, and other resources.

d. Venue. The ideal environment for encampment is an active-duty Air Force installation, followed by an Air Guard or Reserve installation, other military installation, college campus, or other suitable facility.

e. Duration. Encampments offer at least 50 contact hours and should be conducted over a 6- or 7-day period. These week-long programs are called Type A encampments. Alternatively, Type B encampments may be conducted over multiple weekends within a 60-day period. Contact hours exclude sleep, meals, personal, and non-instructional time; see Part 3 for curricular details.

f. Eligibility. To participate, cadets must have completed Achievement 1 and receive permission from their parent or guardian and unit commander via the online encampment application in eServices. Some host facilities will require parents to sign additional releases.

If space is available, encampments should allow cadets from other wings to participate.

Squadron commanders are encouraged to discuss the encampment environment with parents of their cadets, especially parents of cadets under age 14. It is conceivable that some of the youngest and newest CAP cadets will be best served if they attend encampment during their second cycle of eligibility.

g. Equal Access. CAP maintains a nondiscrimination policy (ref: CAPR 36-1) to promote equal access to cadet activities, among other reasons. Encampment commanders will make reasonable accommodations to cadets who possess physical, mental, or learning disabilities so that those cadets may participate in encampment to the greatest extent possible. Note that the physical facilities at some locations might not be handicap accessible. Encampment commanders will also make reasonable accommodations for cadets to attend religious services, including permitting cadets to arrive late to and depart early from the encampment, due to their religious obligations. Cadets and their parents are responsible for coordinating their special needs with the encampment staff as far in advance as possible.

h. Participants. Three or four groups of individuals participate in the encampment program.

Students are first-year or "in ranks" cadets. These cadets will be referred to as "students," not "doolies" or "rooks" or by other slang.

Cadet Cadre are cadets serving in the positions flight sergeant and above, to include cadets in administrative support roles.

Advanced Students are second-year cadets and beyond who participate in advanced training separate from the regular students but do not serve on the cadet cadre. Encampments may admit advanced students on a space-available basis; "advanced training flights" are optional programs.

Senior Staff are adult CAP members who supervise and mentor the cadet corps.

i. Graduation Requirement. See section 3.1c for details.

1.3 Curriculum Resources

NHQ provides two curricular resources, and most encampments will want to create a third item of their own, as described below.

a. Cadet Encampment Handbook. This pocket-sized publication is the basis for the encampment's academic program. It provides a standardized body of knowledge that all students are expected to learn prior to graduation. The handbook includes short readings, worksheets, and memorization items in the areas of leadership, aerospace, fitness, and character. Also included are basic safety rules and a chain of command diagram, with space to customize those two sections to match local needs. NHQ provides encampments with one *Cadet Encampment Handbook* per participant, upon request via eServices (please order 6 weeks in advance).

b. Lesson Plan Library. A lesson plan is available for each activity listed in Part 3, via an online lesson plan library at capmembers.com/encampment. The intent of the lesson plans is twofold. First, the plans identify specific and measurable learning objectives for each activity or class. The instructor's role is to lead the students toward fulfillment of those standardized objectives. Second, the lesson plans offer a ready-made way to teach the material and/or conduct the activity. Instructors may follow the recipe-like plan or pursue their own ideas. The plans are starting points for creative, experienced instructors, or helpful crutches for the less-experienced. NHQ provides encampments with up to five hard copies of the collected lesson plans, upon request via eServices (please order 6 weeks in advance).

c. Local Dormitory Guide. Because each facility is unique, each encampment will want to create its own standards for how cadets will prepare their dormitories. Detailed guidance on how to make bunks, arrange wall-lockers, and care for the common areas needs to be communicated to the cadets. A suggested best practice is to provide this information in diagram form via a handout or several mini-posters to be displayed throughout the dorm. Note that the local *Dormitory Guide* ought not include academic content – the *Cadet Encampment Handbook* fulfills that role.

1.4 Program Metrics

Described in section 1.1 above are a set of encampment purposes, a vision for the program, and a set of goal areas. Together those overarching goals explain what the encampment program is trying to accomplish. Accordingly, encampment leaders gather evidence to discern if the encampment fulfilled those goals and how they might improve the program for next time. Encampments use five main tools to gather and study metrics.

Encampment Metrics: Helpful Tools, Not Paperwork

The metrics process is designed to be as administratively easy as possible while still offering leaders a full picture of their encampment program. The metrics process is not a paperwork drill but a meaningful look at the encampment's success with each individual participant, with the flights as teams, and within the context of the wing's overall Cadet Program.

a. CAPF 50 Advisories. The Encampment Cadet Advisories are versions of the familiar CAPF 50, tailored to the encampment environment. They are available in a student version (CAPF 50-5) and a cadet cadre version (CAPF 50-6). The CAPF 50 serves each cadet as an individual, providing meaningful feedback about his or her leadership skills, contributions to the team, personal character, etc., along with helpful suggestions for further growth. Flight staff and training officers prepare the CAPF 50-5's and discuss them with each student individually in a mentoring setting during Lesson C7. CAPF 50-6's for cadet cadre are prepared by the cadet's superior and training officer or commandant, then reviewed in a mentoring setting during Lesson C8. In short, through the Encampment Cadet Advisories, each cadet receives individualized feedback and the staff gains a sense of whether they led each individual toward fulfillment of the encampment purposes. *The key metric for the advisories is for each cadet to score a 3.0 out of 5, or better, on the CAPF 50.*

b. Encampment Critiques. Akin to a customer satisfaction survey, the encampment critique gives participants an opportunity to voice what they liked and disliked about their encampment experience so that leaders can improve the program for next time. One version of the critique is available for cadet students and cadre, while a separate version is designed for the senior staff. See Attachments 1 and 2, respectively. Participants complete the critiques during Lesson X18. Encampment commanders will retain the critiques in a continuity file for 1 year for the benefit of the next encampment staff. *The key metric for the critiques is for the encampment to average a 4.0 out of 5, or better, on the critique forms.*

c. Squadron & Group Training Meetings. These daily conferences not only function as staff meetings or commander's calls, they also contribute to the metrics effort as leaders discuss the performance of flights and squadrons as teams. (In contrast, the advisories and critiques are about individual performance and individual satisfaction.) Team performance is measured informally during the

STMs and GTMs. Leaders consider dormitory and uniform inspection results, performance in drill, calisthenics, and team sports; conduct during classes and tours; performance during team leadership problems, and other intangible signs of unity and cooperation. *The participants measure the success of these meetings informally.*



d. After Action Reports. Encampment commanders should require each cadet officer to submit an after action report, and welcome AARs from the senior staff. AARs serve two purposes. First, they develop in cadets a habit of thinking critically about a program's success and identifying possible ways to improve it. Second, as a metric instrument, an AAR offers a qualitative perspective on the program's operational strengths and opportunities for improvement. Encampment commanders will retain AARs in a continuity file for 1 year for the benefit of the next encampment staff. *Learn to Lead* chapters 10, 11, and 15 include sections on measuring success, leading change, and communicating about change that can help cadets in preparing their AARs. *The key metric for AARs is for 85% of the cadet officers to submit a thoughtful AAR.*



e. Encampment Report. The four preceding metric instruments serve local leaders only. The final instrument, an Encampment Final Report submitted via eServices, benefits wings, regions, and NHQ. This web form lists the total number of participants, ensures qualified participants receive graduation credit, gives local leaders an opportunity to provide feedback to NHQ on the encampment materials, and demonstrates that the encampment conducted the program per national standards. Encampment commanders must submit a completed encampment report via eServices within 30 days of encampment graduation. Commanders must also remit all encampment funds and receipts to the wing or region finance officer; see CAPR 173-1, *Financial Procedures and Accounting*, for finance policies. The key metrics for the overall encampment program are listed below and are computed in the Encampment Final Report in eServices:

- **Completion of minimum curriculum**
(number of required lessons, divided by the number completed) 90%
- **Cadet capacity rate**
(total cadet capacity divided by actual number of cadet participants) 90%
- **Squadron participation rate**
(total number of cadet and composite squadrons in the wing, divided by the number that sent cadets) 100%
- **First-timer participation rate**
(total number of cadets in the wing without an encampment, divided by number of first-time participants) 60%

There is no special benefit nor penalty associated with these metrics; they merely provide targets for the wing and assist wings, regions, and NHQ in managing the encampment program.

PART 2

OPERATIONAL STANDARDS

2.1 Welcome Materials

Of course it is administratively essential for the encampment to provide some type of welcome materials to the cadets and their parents so that they will know what is entailed in encampment and can arrive ready to participate. Some best practices to consider are listed in the “Encampment Webpage” box below.

2.2 Integrated Flights & Co-Ed Environments

Cadet flights will be equally balanced by age, gender, cadet grade, and home unit, to the extent possible. Family members will be segregated from one another whenever possible. Flights will not be segregated by gender (e.g. a “females” flight is prohibited). The real world is fully integrated; cadet activities need to be as well so that male and female cadets learn to work together as a single team.

a. Supervision of Coed Interactions. Although cadet units are co-ed, cadet sleeping and showering arrangements will of course be segregated by gender. Each facility is unique, so encampment commanders will need to be creative in how they allocate space and separate male and female cadets outside the duty day.

Some best practices to consider include:

- Designate certain floors or wings of the building to males only or females only.
- If males and females must be bunked in the same vicinity, install a makeshift door or curtain to mark the boundary between male and female areas.
- Establish a clear, consistently enforced policy regarding the how and when males enter the female area, and vice versa.
- Establish a clear, consistently enforced “open door rule” whereby if male and female cadets are interacting in a room without a senior present, the door is to be kept ajar. Consider requiring a third person to be present during coed cadet interactions indoors. Direct that flight meetings and similar functions take place in a day room or common area.

Again, each facility is unique, so no national-level standard rule is practical, but encampment commanders must set clear policies on how, when, and where male and female cadets (both students and cadre) are to interact.

b. Coed Inspections of Barracks. Barracks regimens and inspections are an important part of the leadership block (see section 3.2). In a co-ed cadet environment, this is problematic because of the need to uphold comparable standards for male and female cadets, while prohibiting male cadets from accessing female cadets’ personal belongings, undergarments, and the like, and vice versa. A best practice to consider is to prohibit cadets of the opposite gender from inspecting items stored in drawers, but for bunks, uniform lockers, and common areas to be inspectable. A ranking cadet of the student’s gender could follow-up the main inspection by checking the drawers or specially-designated areas.

c. Leadership Challenges in Coed Settings. In co-ed training environments, one gender is invariably the last to receive word about changes in plan. If the flight includes eleven male cadets and one female, it is very easy for the flight to forget to pass word to the female that dinner is early tonight, for example. Ensuring thorough communication and developing a sense of unity is difficult in a co-ed flight, but not insurmountable. Senior staff need to monitor the cadet cadre’s performance in this area and provide coaching when necessary.

ENCAMPMENT WEBPAGE

Cadets and parents will find it helpful if encampment information is available to them online. Some key information to share via the webpage include:

- dates, including arrival and departure windows
- tuition, fees, and scholarship information, if available
- application forms & permission slips
- facility name, location, and directions
- adult leaders’ names and contact information
- basic goals of the encampment program and a description of the major activities
- packing list and list of contraband
- information about CAP rules requiring cadets to be able to self-medicate
- rules regarding cadets’ use of cell phones and the web during encampment
- invitation for families to attend graduation
- social media and photo links

2.3 Meals, Sleep & Personal Time

a. Meals. Encampments will provide every participant with three full, well-balanced meals daily, excluding travel days. Cadets may be excused from a meal only by the training officer, commandant, or encampment commander. Upon receiving the meal, cadets will have at least twenty minutes of uninterrupted, training-free time to eat. Energy drinks (e.g. Red Bull, Monster) are prohibited for all cadets. Sodas should also be prohibited except for special events such as the graduation picnic or social.

b. Sleep. Encampment commanders will program 9 hours of uninterrupted sleep time for all students every night, per pediatric guidelines for teens.* Cadet cadre will have at least 8 hours of uninterrupted sleep time.

c. Personal Time. For students, the 30 minutes preceding lights out will be reserved as personal time, during which absolutely no training is to occur, though cadre will monitor cadets to prevent horseplay. During personal time, students may shower, prepare their uniform for the next day, visit fellow encampment participants, read, write in their journals, and even turn-in before lights out.

d. Personal Needs. Flight staff will proactively ensure cadets have time to care for their personal needs throughout the day.

e. Showers & Hygiene. All cadets will shower daily and use deodorant / antiperspirant. The object of showers is hygiene, not training. Therefore, showers will not be timed or formally regimented, though the flight staff will ensure that every cadet gets clean in a reasonable amount of time and no horseplay takes place. Senior staff should be aware that it is no longer the norm for students to take showers after gym class at school, so communal showers could be a new experience for many cadets.

f. Daily Blister Check. Following daily shower time, the training officer, assisted by the flight staff, will check each cadet's feet for blisters. First aid and preventive action will be made at this time.

2.4 Safety

a. Personal Vehicles. Cadets who bring a personal vehicle to the encampment will hand-over all keys to the senior staff. Cadets will not operate personal vehicles during the encampment.

b. Cadet Charge of Quarters or Firewatch. Cadet CQ programs are ineffective as safety precautions, do not impart meaningful learning, are potentially hazardous, and are therefore prohibited. Cadets will not serve as sentries or safety monitors during the overnight hours. A senior member must bunk in close proximity to the cadets (at least one senior per floor or wing is suggested) and be available to respond to any emergencies that arise between lights-out and reveille.

c. Knock It Off. Any participant who notices a dangerous and unforeseen hazard may sound the Air Force command, "KNOCK IT OFF," temporarily halting whatever activity is taking place at that moment until the senior staff authorizes the cadets to resume their activity.

d. Safety Officer's Checklist. The safety officer will work through the checklist found at Attachment 3 before cadets arrive, and coordinate local procedures with the encampment commander and staff. Many encampments find it useful to confer about safety policies and train cadet cadre and senior staff in how to meet those obligations during a staff training exercise conducted some time before the encampment begins.

2.5 Reception at Encampment

For the students, encampment begins with reception. The goal here is for the senior staff to build a partnership with the parents and enable the cadet to quickly join-in with his or her peers.

Upon arriving, the senior staff and cadet cadre should warmly welcome each cadet and his or her parent(s). By taking initiative to greet cadets and parents alike, the encampment staff can quickly establish an adult-to-adult and cadet-to-cadet system of communication.

a. Adult Greeting Process. The senior staff member greeting the parent(s)

- Invites the parent(s) to the parents' orientation

* Mayo Clinic, "Teen Sleep: Why Is Your Teen So Tired?" <<http://www.mayoclinic.com/health/teens-health/CC00019>>.

* National Sleep Foundation, "Teens and Sleep" <<http://www.sleepfoundation.org/article/sleep-topics/teens-and-sleep>>.

- Verifies that the encampment has the parent's correct contact information (note: some parents go away on a vacation of their own -- ensure the encampment has some means to contact them or an alternate guardian in case of emergency)
- Verifies that the cadet's medical information has not changed from what is listed on the encampment application
- Provides the parent(s) with the encampment website, social media and photo sites etc., and a phone number where they can reach the encampment in case of emergency
- Invites the family to graduation
- Verifies the cadet's travel itinerary home

Much of this information is provided to the parents already via the welcoming materials (section 2.1), but it is always good practice in solidifying the partnership with the family to reiterate these details at reception.

b. Cadet Greeting Process. The heightened training intensity that is characteristic of encampment does not begin until the students sign the encampment contract (Lesson C1). Cadet cadre who greet students simply welcome their fellow cadets to encampment and, following good-byes (see section 2.5d below), leads them to the encampment area.

c. Phone Call Home. If a cadet arrives with someone other than a parent (ie: another cadet's family or the hometown unit), the greeting senior staff member must ensure the cadet calls home to let the parents know that he or she arrived safely. This phone call home is also the opportunity for the senior staff to work through the greeting process tasks of section 2.4a above.

d. Good-Byes. When the moment comes for the student to enter the encampment area, the senior staff member should tactfully indicate that this is the time for parents and their cadets to say good-bye to one another. The cadet proceeds to the encampment area, and the parent(s) proceed to the parents' orientation or depart for home. For a perspective on the learning goals of this process, see section 3.7a.

e. Sign-In Roster. The senior staff should maintain a formal sign-in roster, enabling them to compare the list of actual arrivals to registered participants and follow-up with cadets who did not arrive on time.

2.6 Contraband Shakedown

One of the first tasks needing to be accomplished shortly after the cadets' arrival is the contraband shakedown. The purpose of a luggage inspection or shakedown is for the senior staff, as responsible adult chaperones, to verify that each cadet possesses all required gear. Additionally, the senior staff verifies that no cadet has access to material that is undesirable for the learning environment, morally inappropriate for a youth activity, or a safety hazard. The senior staff conducts the contraband shakedown in the presence of each individual cadet, one-on-one. (Cadet cadre will be subject to contraband shakedowns, just as the students.)

a. Contraband Items. At a minimum, the following items are to be considered contraband. Encampments may enlarge this list as their local situation requires.

- tobacco, alcohol, illegal drugs
- non-prescription drugs, herbs, supplements, etc., not indicated on the CAPF 31 application
- weapons, fireworks, (pocket knives may be allowed at the encampment commander's discretion)
- snacks, candy, gum, soda, energy drinks, etc. (encampment commanders may grant cadre privileges)
- cell phones, computers, and consumer electronics (see section 2.5c below)

b. Contraband Storage. The senior staff inventories and bags the contraband items in the presence of the cadet, then stores the contraband in a secure area. Cadets reclaim the contraband upon graduation. Of course, in the case of illegal items (alcohol, drugs, firearms), the encampment commander turns over that contraband to law enforcement or the parents.

c. Cell Phones & Computers. Each encampment sets its own policy regarding cadets' access to cell phones

and the Web. This policy must be explained in the initial welcome materials (section 2.1) so that cadets and parents have advance notice of encampment rules. Encampments are encouraged to prohibit cell phone and web access for the duration of encampment, but at a minimum, cadets will be prohibited from using phones and computers until Phase III begins (see section 3.7c).

d. Watches & Jewelry. Cadets ought to be discouraged from bringing expensive watches, jewelry, or anything of value, but will be allowed to keep watches and jewelry in their possession. There is no legitimate training need in confiscating these items, and the risk of the encampment losing them outweighs any benefit in considering them contraband.

e. Prescription Drugs. Per CAP policy, all CAP members, including cadets, are responsible for transporting, storing, and taking their own medication, unless local laws direct otherwise. Therefore, prescription drugs are not confiscated as contraband. See CAPR 160-2, *Handling of Cadet Medications*, for details.

For more on the shortcomings of merit/demerit systems, see *Learn to Lead*, chapter 9.

2.7 Merit / Demerit & Award Programs

Encampments develop leadership skills and moral character in cadets through positive methods. Consequently, merit/demerit systems are prohibited because they function primarily through negative reinforcement. In contrast, award programs that challenge cadets to pursue excellence are encouraged. See Part 6 for guidance.

2.8 Early Dismissal

Cadets will be dismissed from the encampment early only with the approval of the encampment commander and after coordinating with the cadet's parent or guardian. Commanders should address each cadet's particular circumstances on a case-by-case basis, while following the basic guidelines listed below.

a. Homesick / Lack of Interest. Cadets who suffer acute homesickness or a lack of interest should receive counseling from the training officer before early dismissal is considered. The senior staff's posture toward homesick cadets should always be to lead the cadet toward choosing to remain at encampment and for the cadet to give himself or herself some time to adjust to the challenge. If, after counseling, the encampment commander or parent or guardian decides to send the cadet home, the encampment commander will inform the cadet's home unit via email or phone within 24 hours, as a courtesy.

b. Hardship. In the case of a family hardship, the encampment commander should make every effort to cooperate with the family and help the cadet get home quickly with the least inconvenience to the family. The commander may allow the cadet to return to the encampment at his or her discretion. The encampment commander will inform the cadet's home unit via email or phone within 24 hours, as a courtesy.

c. Expulsion for Disciplinary Reasons. Encampment commanders may expel cadets who refuse or are unable to abide by encampment rules. Expulsion is a last resort and normally is preceded by a series of progressively escalating interventions (ie: additional training, verbal warnings, formal counseling, etc.), though commanders may direct immediate expulsion for egregious offenses, after coordinating with a parent or guardian. As a courtesy, the encampment commander will notify the expelled cadet's unit and wing commander as soon as possible.

2.9 Dismissal Upon Graduation

After graduation ceremonies, the encampment needs to manage its dismissal process. Unless managed properly, the dismissal process can be chaotic, and in the worst case scenario, a cadet may miss his or her ride or depart with one party while leaving the other (intended) party wondering what happened. As responsible adult chaperones, the senior staff has a duty to formally track each cadet's departure from encampment.

a. Clean-Up. Before participants leave, of course everyone must contribute to the clean-up effort before they are released for home.

b. Sign-Out Roster. The senior staff must take note of when each cadet departs from encampment and their mode of travel home (ie: with Cadet Curry, at 1:05pm). One best practice to consider is having each student check-out with his or her training officer, and for each cadet cadre member to check-out with the commandant,

and then for all completed sign-out rosters to be forwarded to a single person, such as the administration officer.

c. Cadets Traveling Home With Others. Senior staff must ensure that each cadet in their charge is traveling home in accordance with his or her parents' instructions. Do not release minor cadets to travel home except with the individuals designated by the parent(s). CAP's role is to ensure minor cadets do not suddenly change their itineraries without parental permission.

c. Participants Driving Home on Their Own. Having completed a busy week of activities, participants may be more fatigued than they realize. Senior staff must ensure that participants are sufficiently rested for the drive home (especially if driving solo) before releasing them from encampment. A suggested best practice is for the safety officer to personally check the sleep plan of each participant-driver the day prior to and morning of departure.

d. Parents Attending Graduation. The encampment should try to avoid making parents, who face long drives home, stand around for an hour or more after graduation ceremonies have ended before dismissing their cadets. The senior staff should try to have the cadets fulfill all dormitory clean-up duties and close-out obligations prior to graduation. When impatient parents are made to wait an hour or more before departing, the encampment risks spoiling its hard-won support from those parents.

PART 3

LEARNING EXPERIENCES

3.1 Overview

To fulfill the encampment's mission statement (ref: section 1.1), which is comprised of four elements, the curriculum is organized around four blocks of instruction directed at the students (leadership, aerospace, fitness, and character), and an administrative block.

a. Contact Hour Requirements. The table at right summarizes the contact hour requirements per block. This summary identifies the minimum offerings that all encampments must provide.

The typical encampment that runs for 7 days, including travel days, will yield roughly 60 to 65 possible contact hours, excluding meals, sleep, and personal time. Note that only 50 contact hours are mandatory, so a 5- or 6- day encampment is possible.

b. Lesson Plans. Suggested lesson plans are available at capmembers.com/encampment. Instructors may tailor the lesson plans at their discretion, provided that the lesson content leads students toward fulfillment of the standardized objectives. The duration listed for each lesson is merely an estimate.

c. Graduation Requirements. Students become eligible for graduation credit by fulfilling the standards listed below. Encampment commanders may grant credit to cadets who leave early due to a serious family hardship or injury. Cadets who choose to leave early due to homesickness or misconduct will not receive graduation credit.

- Active participation in 40 contact hours (80% of the encampment's minimum of 50 contact hours)
- Satisfactory adherence to the Core Values, in the judgment of the encampment commander
- Successful completion of all academic worksheets in the *Cadet Encampment Handbook*
- A cumulative average of 80% on all academic quizzes (see Figure 3, pp. 20-21)
- Meaningful, daily entries in a Cadet Journal

Cadet cadre are exempt from the academic worksheets and quiz requirements, but are bound by the remaining three requirements for receiving encampment credit.

Senior staff are eligible to receive encampment credit upon providing 40 hours' service on-site.

The encampment commander is the final authority on matters of graduation credit.

CONTACT HOUR REQUIREMENTS

Leadership	15 hrs
Aerospace	15 hrs
Fitness	9 hrs
Character	8 hrs
Subtotal	47 hrs
Administrative*	2 - 6 hrs
Other / Electives	as desired

Total Requirement 50 hrs

* From the perspective of curriculum requirements, there are no mandatory administrative tasks, but most encampments will find they devote 2 to 6 hours to in-processing and graduation exercises.

3.2 Leadership Block

a. Goals. The leadership block is designed to fulfill the following goals:

- To infuse the cadets with the "warrior spirit" – an attitude of self-determination backed-up by the discipline needed to achieve one's goals.
- To consistently demonstrate proper wear of the uniform, drill and ceremonies, and military customs and courtesies.
- To impress upon the cadets the team's potential to accomplish more than the individual.

- To educate cadets on leadership's academic foundations so that they begin to conceive of leadership as an activity requiring thoughtful reflection.

b. Required Lessons & Activities. A minimum of 15 contact hours in leadership activities is required, including the mandatory lessons and activities shown below. Figure 3 places many of these activities in a certain sequence that is to be followed, if at all possible.

CODE	TITLE	DURATION
L1	Report to Flights	15 min
L2	Initial Skills Assessment	5-10 min each, 30 min total
L3	Dormitory Orientation, & Prep	1 hr
L4	Wingmen & The Warrior Spirit	30 min
L5	Dormitory Inspection #1 (flight level)	30 min
L6	Discipline: Your Key to Success	30 min
L7	Teamwork for Performance	45 min
L8	Team Leadership Problem #1	1 hr
L9	Guidon Construction	30 min
L10	Group Reveille Formation	10 min daily
L11	Group Retreat Formation	10 min daily
L12	Drill & Ceremonies	30 min daily
L13	Drill & Ceremonies Final Evaluation	5 min each, 30 min total
L14	Dormitory & Uniform Inspection #2 (flight level)	1 hr total
	L14a Inspection 10 min	
	L14b Correction 35 min	
	L14c Re-Inspection 15 min	
L15	The Leadership Concept	1 hr
L16	[Reserved for Future Use]	0 / na
L17	Team Leadership Problem #2	1.5 hrs total
	L17a Reattempt TLP #1 30 min	
	L17b Attempt TLP #2 1 hr	
L18	Phase II Capstone: Dorm & Uniform Inspection #3 (sqdn level)	30 min
L19	Servant Leadership	1 hr
L20	Team Leadership Problem #3	1.5 hrs total
	L20a Reattempt TLP #2 30 min	
	L20b Attempt TLP #3 1 hr	
L21	Dormitory & Uniform Inspection #4 (squadron level)	30 min
L22	Dormitory & Uniform Inspection #5 (group level)	30 min
L23	Electives: Additional leadership activities of any kind	optional
L24	Graduation Parade	30 min, plus cadre prep
Total Requirement (rounded / approximated)		15 hours

3.3 Aerospace Block

- a. **Goals.** The aerospace block is designed to fulfill the following goals:
- To spark enthusiasm for aerospace topics among cadets, through hands-on activities and experiential learning.
 - To introduce cadets to aerospace career opportunities, especially those relating to science, technology, engineering, and math (STEM), and Air Force careers in general.
 - To comprehend basic scientific principles in the aerospace field, and to enable cadets to visualize how professionals apply that knowledge in the real world.
 - To begin to comprehend airpower's unique capabilities and to develop a sense of what the Air Force calls "airmindedness."

b. **Required Lessons & Activities.** A minimum of 15 contact hours in aerospace activities is required. Three activities (A1, A2, and A3) are standardized classroom lessons with detailed lesson plans available. Activity A4 is a series of tours, orientation flights, or hands-on activities that each encampment will develop for itself based on their local resources. Some guiding principles of that portion of the aerospace block are discussed below.

STEM:

SCIENCE, TECHNOLOGY, ENGINEERING, & MATH

STEM is an area of study that emphasizes science, technology, engineering, and math in a young person's education.

STEM proponents, which include federal agencies, the military, colleges, industry, and K-12 schools, seek to steer young people toward STEM career fields and the coursework students will need in preparing for those careers.

The STEM effort presumes that our competitive edge and national security depends upon the US continuing to develop high-tech brainpower.

To support America's overall STEM effort, CAP seeks to emphasize the STEM aspects of cadet aerospace education and encourage cadets to get excited about science, technology, engineering, and math. For these reasons, the encampment curriculum's aerospace block emphasizes STEM activities.

CODE	TITLE	DURATION
A1	Academic Foundations I: Aviation	1.5 hrs.
A2	Academic Foundations II: Space	1.5 hrs.
A3	Military Airpower	45 min.
A4	Aerospace Hands-On, Aerospace Tours, or Flying	11 hrs.
Total Requirement		15 hours

Military-Hosted Aerospace Activities. Encampments should take full advantage of local resources, especially nearby military aviation, space, and technology units. However, visits to these units ought to be coordinated with the hosts such that the cadets fulfill a meaningful learning objective(s). With a little effort, tours, simulations, briefings, interactions with military personnel, etc., can easily integrate some of the suggested STEM-related teaching points below.

- How aircraft engines work, including some of the basic science (Boyle, Charles, Newton, etc.)
- How avionics, radar, and weapons work, including simplified discussion of the science behind them.
- The aircraft's role and how the particular type of aircraft illustrates airpower's distinctive capabilities.
- Career opportunities in and around the aircraft, along with a basic understanding of how to prepare for and enter those professions.
- Personal perspectives on what's exciting about this technology, this mission, or the profession overall.
- How the crew prepares for missions – show and tell with some of the special equipment used.
- Requirements for crewmember physical fitness and being drug-free.
- Technology used at the control tower, maintenance hangar, life support shop, weather station, etc.

Non-Aerospace Facilities. Some encampments lack access to aerospace facilities, but enjoy access to ground and naval forces. Encampments should take full advantage of those resources. Still, the encampment must emphasize aerospace to fulfill the aerospace block's learning goals. Tours that are not directly aviation or space related may still count toward the aerospace tours requirement if efforts are made to emphasize the STEM connection. For example, a visit to an Army tank unit can easily weave-in teaching points relating to the engineering that propels the tank or its computerized technology. A visit to a navy yard can easily incorporate teaching points about fluid mechanics, propulsion, computer guidance, etc. A visit to an infantry unit might include an exercise in GPS navigation. The overall intent here is that cadets' interactions with military units ought to incorporate STEM topics, and can easily do so with a little prior coordination.

Civilian Aerospace Industry. Visits to civilian aerospace industry, government aerospace agencies, science museums, computer technology companies, local airports, and the like are also encouraged. Activities with hosts of this sort count toward the encampment's aerospace tours requirement due to their obvious STEM connections. With a little effort, tours, simulations, briefings, interactions with aerospace or technology professionals, etc., can easily integrate STEM-related teaching points similar to those listed below.

- How the facility designs the technology or products it produces.
- How the facility fabricates, manufactures, or maintains its products.
- How the facility supports aircraft or spacecraft – show and tell with some special equipment used.
- Some of the business, marketing, and global competition issues relating to the company or industry.
- Emerging technologies and innovations that will be affecting the industry.
- Career opportunities in the industry, entry requirements, and what high school students should do to prepare for those careers.
- Workers' requirements for being drug-free.

CAP-Hosted Hands-On Aerospace Activities. Lack of nearby aviation, space, or technology facilities does not mean that the encampment will be devoid of STEM-related activities. An encampment located at a remote facility with very few resources can turn to CAP's pre-packaged curricula for hands-on learning. Some examples of aerospace activities that the encampment can conduct on its own, without outside support, are listed below. See the national AE webpage for details (capmembers.com/ae).

- Model Rocketry
- Satellite Tool Kit
- Robotics
- Radio-controlled aircraft
- Backyard astronomy
- AEX Aerospace Excellence
- Cyber Defense
- Satellite Imagery / CAP-TERS

Flying. Of course, flying of any kind, while adhering to the normal CAP policies regarding safety and flight operations, is applicable to the aerospace contact hours' requirements.

3.4 Fitness Block

- a. **Goals.** The fitness block is designed to fulfill the following goals:
 - To motivate cadets to regard regular exercise as a duty of the cadet lifestyle.
 - To train cadets in safe ways to exercise properly.
 - To comprehend how basic nutrition, proper hydration, and regular exercise affect a cadet's personal

energy levels and the ability to achieve his or her goals.

- To use fitness activities, games, drills, sports, etc., as vehicles for teamwork and camaraderie.

b. Required Lessons & Activities. A minimum of 9 contact hours in fitness training and activities is required. Activity F1 is a standardized classroom lesson. Each encampment decides how best to design activities F2, F3, and F4, depending on its local resources. Basic principles for those activities are discussed below.

CODE	TITLE	DURATION
F1	Fit to Fly	45 min
F2	Daily Calisthenics	20 min daily
F3	Daily Sports	40 min daily
F4	Team Fitness Challenge	2 hrs
Total Requirement (varies slightly by encampment duration)		9 hours

Daily Calisthenics. This is a cadet-led program, actively supervised by senior members, that emphasizes personal effort and modest increases in individual performance. Note that the block's overall goal is not for the cadets to lose weight, build strength, or transform their basic state of health; those goals far exceed the capabilities of a one-week encampment program. Rather, the aim of the daily calisthenics activity is to instill in cadets the idea that exercise is a part of the cadet ethic. As a group activity, daily calisthenics are also useful for building team spirit and camaraderie. Some members of the cadre lead the exercises, while others observe cadets and provide individual coaching. Some members of the senior staff must be present to monitor safety.

Daily Sports. Cadets will participate in a team sport such as volleyball, ultimate Frisbee, flag football, flickerball, or similar endeavor. Encampments are encouraged to keep score and to make success in these sports a component of an honor flight or similar awards program. There are three overall purposes of the daily sports program: for cadets to exercise, to provide a venue for teamwork and leadership development, and to help cadets manage their stress and relax or decompress (especially if sports are conducted in the early evening).

Team Fitness Challenge. Encampments are urged to provide cadets with a unique experience that pushes them a bit beyond their normal comfort zone so as to aid in personal growth. Obstacle courses, rappelling, geocaching or orienteering, hiking, water survival, a group run, and similar endeavors are suggested activities for the team fitness challenge. This is not intended as a competitive activity in regards to physical performance, but one that emphasizes teamwork and mutual support, with strong and tall cadets helping the younger and shorter cadets over obstacles, and team members encouraging one another to put forth their best effort.

3.5 Character Block

a. Goals. The character block is designed to fulfill the following goals:

- To solidify cadets' knowledge of the Core Values – the vocabulary, their need as guideposts, and examples of how the Core Values apply to real life scenarios.
- To equip cadets with practical skills for becoming a Core Values leader in their daily lives.
- To demonstrate to cadets that heroes they respect live according to a personal code of honor, and to inspire cadets to commit to the Core Values as a way of life.
- To promote the habit of self-reflection as a tool for character development and maintenance.

b. Required Lessons & Activities. A minimum of 8 hours of character development activities is required. Compared with the other blocks of instruction, this block appears to lack emphasis, but encampment veterans know that encampment's intangible qualities make it a powerful character-building experience. Three activities (C2, C3, and C4) are standardized classroom lessons. Encampments customize their plan for activity C5, based on the guidance discussed below. The journaling activity (C6) is also explained below.

CODE	TITLE	DURATION
C1	Encampment Contract	15 min
C2	The Core Values	1 hr
C3	Becoming a Core Values Leader	1 hr
C4	Ethical Decision Making	90 min
C5	Drug-Free Lifestyle	1 hr
C6	Cadet Journals	10 min daily / hip pocket training
C7	Individual Advisory (students)	10 min each
C8	Individual Advisory (cadre)	20 min each
C9	Flight Advisory	15 min
C10	Graduation Ceremonies & Cadet Commander's Charge	1 hr (estimated)
Total Requirement (rounded / approximated)		8 hours

Drug-Free Emphasis. The encampment curriculum incorporates the drug-free message into several activities, especially in the character block. Lessons C2, C3, and C4 include a strong drug-free message. Lesson C5 is an opportunity to conduct an activity found in the DDR-X guide or to have a guest speaker present an anti-drug message. Lesson F1 speaks of the drug-free ethic in the context of physical fitness. The various aerospace tours of Lesson A4, also offer quick opportunities to teach cadets that a drug-free lifestyle is a requirement in many careers.

Cadet Journals. Perhaps the most famous advice of all time regarding character development was the ancient Oracle at Delphi's command, "Know thyself." The cadet journal program aims to develop in cadets a habit of personal reflection. Cadets will keep their journal with them during the duty day and are expected to write a few paragraphs (perhaps 100 words) about the encampment experiences each day. A brief lesson helps set the stage for the journaling. Cadet journals are to be treated as private diaries to be read by no one without the cadet's permission, though training officers may glance at them to ensure cadets are actively making entries.

Individual & Flight Advisories. The advisory program motivates cadets to value personal reflection as an important component in their development in the areas of leadership and character. Advisories are structured mentoring sessions or feedback meetings where the flight staff, supported by the training officer, helps the students take stock in their overall encampment experience just prior to their graduation (see sections 1.4a and 3.7d).

3.6 Administrative & Miscellaneous Activity Block

This final block is a catch-all of administrative and miscellaneous activities that are mostly non-instructional. Accordingly, this block does not pursue any formal goals; it simply provides a means to account for activities that more or less must take place during each encampment but do not neatly fit into one of the four main blocks.

CODE	TITLE	DURATION
X1	Student Reception	5 min each / 1 -2 hrs total
X2	Welcome, Overview & Safety Briefing	30 min
X3	Parents' Orientation (for those interested)	10 min each
X4	Shakedown	3 min each / 1 hr total
X5	First Call (wake, dress, personal needs)	15 min daily
X6	Shower, Dress, & Prepare Dormitory	30 min daily
X7	Breakfast (actual duration depends upon facility)	45 min daily
X8	Lunch (actual duration depends upon facility)	1 hr 15 min daily

X9	Dinner (actual duration depends upon facility)	1 hr 15 min daily
X10	Cadet Encampment Handbook	varies / hip-pocket training
X11	Flight Commander's Time	30 min daily
X12	Showers & Blister Check	30 min total
X13	Personal Time (training prohibited)	30 min daily
X14	Students' Lights Out	na
X15	Squadron Training Meeting	30 min
X16	Group Training Meeting	30 min
X17	Cadet Cadre's Lights Out	na
X18	Graduation Picnic or Social	varies
X19	Encampment Critiques	10 min
X20	Pack, Clean-Up, Check-Out	varies
X21	Dismissal & Departure	na
X21	Debrief & Lessons Learned (may occur post-encampment)	na
	Total Requirement	varies

3.7 Learning Phases

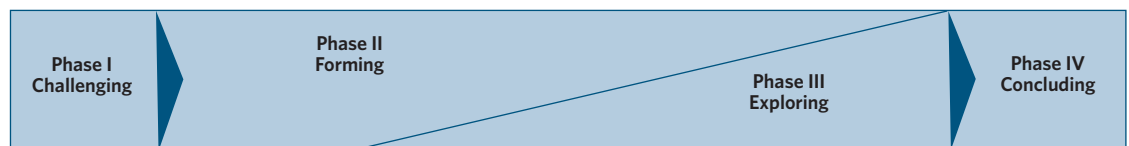


Figure 1. Encampment's Four Learning Phases

A discussion of the learning phases that students undergo can help in understanding how encampments work. A "phase" is a set of objectives, instructional areas, and training techniques that are grouped together according to the way in which they will be presented to the flight. The sequencing of the phases and the instruction that takes place during them is important because it helps to make sure that the cadets at encampment have all of the "pieces" they need to "build" a successful encampment experience. Four phases comprise the encampment:

a. Phase I - The Challenging Phase. During Phase I, the encampment presents cadets with a challenge. Accordingly, cadets need to learn what those challenges entail, and second, each cadet must personally commit to hitting those challenges with all they've got. Such an approach teaches that attitude and effort are important keys to success. Another component of this phase is the cadets' learning that they do not advance through encampment on their own but have leaders and teammates who will help them succeed. Although this phase is very brief, it is essential because everyone must begin encampment with a common idea about its challenges and opportunities for the encampment to have any chance at success.

Timing. Phase I begins with cadets arriving at the encampment facility and concludes upon their signing the encampment contract (Lesson C1).

Parents' Orientation. Responsible adult leadership requires that the senior staff develop a good rapport with cadets' parents and reassure them that the encampment experience will be safe, positive, and fun. It's worth noting that while parents probably know the local CAP leaders, the encampment senior staff may be total strangers to them. Therefore a good Phase I program will include a parents' orientation.

ADVANCING in PHASE

As students proceed from one phase to the next, those turning points are not announced to the students. Rather, the entire phase nomenclature is merely a tool for the cadre and senior staff to converse intelligently about the students' progress toward encampment goals.

For an interesting article on "helicopter parents" at camp, see "Dear Parents: Please Relax, It's Just Camp," (*New York Times*, July 26, 2008).

While there is nothing secret about encampment, one of the goals of any overnight youth camp is for the participants to develop a sense of independence and self-confidence, so an unspoken leadership challenge is for the senior staff to *tactfully* send the parents on their way at the end of the parents' orientation. No overnight camper in any youth program can develop independence and self-confidence while tethered to mom or dad.

b. Phase II - The Forming Phase. Encampment is an "immersion into the full challenges . . . of cadet life" (see section 1b). While the students have experienced the Cadet Program in their home units, the scope of that experience is typically a limited one, whereas encampment is CAP's opportunity to showcase the full breadth of its program to the cadets. Therefore, when Phase II commences upon the students signing their contracts, they will begin learning to be fully cadets.

From Many Individuals to One Team. The phase is called the "forming" phase because the students invariably enter it as a set of individuals struggling to succeed in the intensive military-like cadet environment, and then, as a result of carefully structured experiences they progressively develop self-confidence and a team-oriented perspective, forming a single unit. Also, "forming" is an appropriate descriptor for each individual's process of becoming a cadet in the fullest sense.

Emphasis on Regimentation. Phase II's instructional content emphasizes the military-like or regimented aspects of the Cadet Program. High standards of appearance and proper wear of the uniform, habitual rendering of customs and courtesies, precision in drill and ceremonies, and teamwork to attain excellence in dormitory skills, are the main instructional points in this phase.

Instructors. The flight commander and flight sergeant, supervised and mentored by the training officer, are the primary instructors during this phase. They provide most of the classroom, dormitory, and drill field instruction. They communicate the performance standards and provide feedback to the flight.

Duration. Phase II is programmed to end upon the conclusion of the first squadron-level dormitory and uniform inspection, around lunchtime of Day 2 (roughly 48 hours after arrival). In practice though, the regimented aspects of daily life continue throughout the encampment, so in some ways Phase II gradually tapers toward an end versus abruptly halting (see Figure 1). Moreover, some flights will display signs of teamwork, confidence, and enthusiasm quicker than others, thereby making it difficult to pinpoint where each group of students actually turns the corner. For many encampment veterans, watching the flights progress through Phase II and developing into a real team as Phase III begins is the encampment's biggest thrill.

Rationale. There are many ways to develop leaders. Harvard Business School, for example, develops leaders despite it not immersing students into a regimented environment. CAP chooses to use a regimented, Air Force model of indoctrination (in the best sense of that word) because its Air Force affiliation is part of CAP's core identity, and because the military-style environment is a tremendous draw and motivator for the youth who enroll in the Cadet Program. For an in-depth discussion about training intensity levels in an age-appropriate yet military-style setting, CAPP 52-23, *Cadet Protection Policy Implementation Guide*, is a must read.

c. Phase III - The Exploring Phase. Possessing a basic degree of self-discipline and a team-oriented attitude, students are ready to enter a new phase where the goals shift from primarily a leadership focus to an aerospace focus. Again, despite what the schedule says, some flights enter this phase earlier or later than others. When members of the flight have become proficient in encampment skills and developed a sense of team pride or esprit de corps, Phase III has truly begun. Moreover, from a simply human standpoint, many cadets begin encampment with uncertainty and a bit of trepidation, but as they enter Phase III, something sparks within, making them realize that they are not "doomed to a week of misery" but are having the time of their lives.

The Exploration Motif. This phase is called the "exploring" phase for two reasons. First, the students explore what it's like to be part of a good team. Through personal experience they learn the benefits of teamwork, respect for one another's individual differences, and the virtue of putting service to the team before self. Second, the students explore the aerospace field and its career opportunities. They participate in activities that are unavailable to ordinary youth –flying, touring cool aerospace facilities, interacting with military personnel, learning through fun hands-on projects, challenging themselves on obstacle courses, etc.

Spontaneous Leadership. The students' leadership goals continue, aiming for a higher dimension during Phase III. The goal is for them to transition from a team that operates in response to their superiors' directions (i.e.: the flight staff having to motivate them and foster a sense of unity) to a team that becomes more self-

Figure 2.
Encampment
Learning Phases I & II

Shown here is a suggested schedule for Learning Phases I and II. It is not critical to adhere to the particular start and stop times, but it is essential to adhere as closely as possible to the sequence of events.

	DAY 1	DAY 2	DAY 3
0600		X5 - First Call	X5 - First Call
0615		F2 - Daily Calisthetics	F2 - Daily Calisthetics
0630		F2 - Daily Calisthetics	F2 - Daily Calisthetics
0645		X6 - Shower, Dress, & Barracks Prep	X6 - Shower, Dress, & Barracks Prep
0700		X6 - Shower, Dress, & Barracks Prep	X6 - Shower, Dress, & Barracks Prep
0715		L10 - Group Reveille Formation X7 - Breakfast	L10 - Group Reveille Formation X7 - Breakfast
0730		X7 - Breakfast	X7 - Breakfast
0745		X7 - Breakfast	X7 - Breakfast
0800		X7 - Breakfast	X7 - Breakfast
0815		L14a - Dormitory & Uniform Inspection #2.1 (flight level)	X6 - (Additional) Barracks Prep
0830		L14b - Dormitory & Uniform Corrections	X6 - (Additional) Barracks Prep
0845		L14b - Dormitory & Uniform Corrections	L18 - Dormitory & Uniform Inspection #3 (squadron level)
0900		L14c - Dormitory & Uniform Inspection #2.2 (flight level)	L18 - Dormitory & Uniform Inspection #3 (squadron level)
0915		L15 - The Leadership Concept	END: LEARNING PHASE II START: LEARNING PHASE III
0930		L15 - The Leadership Concept	<i>Schedule one of the encampment's most powerful and</i>
0945		L15 - The Leadership Concept	<i>exciting tours or hands-on activities here, if possible.</i>
1000		L15 - The Leadership Concept	
1015		F1 - Fit to Fly	
1030		F1 - Fit to Fly	<i>Program any Phase III lessons, tours, activities, etc.</i>
1045		F1 - Fit to Fly	
1100		X10 - Flight Commander's Time	
1115		X10 - Flight Commander's Time	
1130		X8 - Lunch	X8 - Lunch
1145		X8 - Lunch	X8 - Lunch
1200	X1 - Student Reception START: LEARNING PHASE I	X8 - Lunch	X8 - Lunch
1215	X1 - Student Reception X3- Parent Orientation	X8 - Lunch	X8 - Lunch
1230	X1 - Student Reception X3- Parent Orientation	X8 - Lunch	X8 - Lunch
1245	X1 - Student Reception X3- Parent Orient. & Departure	L17a - Team Leadership Problem #1 Repeat	
1300	X2 - Welcome, Overview, & Safety	L17a - Team Leadership Problem #1 Repeat	
1315	X2 - Welcome, Overview, & Safety	L17b - Team Leadership Problem #2	
1330	C1 - Encampment Contract	L17b - Team Leadership Problem #2	
1345	L1 - Report to Flights START: LEARNING PHASE II	L17b - Team Leadership Problem #2	
1400	L1 - Report to Flights L2 - Initial Skills Assessment	L17b - Team Leadership Problem #2	
1415	X4 - Shakedown L3 - Dormitory Orientation & Prep	C2 - The Core Values	
1430	X4 - Shakedown L3 - Dormitory Orientation & Prep	C2 - The Core Values	<i>Program any Phase III lessons, tours, activities, etc.</i>
1445	X4 - Shakedown L3 - Dormitory Orientation & Prep	C2 - The Core Values	
1500	X4 - Shakedown L3 - Dormitory Orientation & Prep	C2 - The Core Values	
1515	L4 - Wingmen & The Warrior Spirit	A1 - Aerospace Foundations 1	
1530	L4 - Wingmen & The Warrior Spirit	A1 - Aerospace Foundations 1	
1545	L5 - Dormitory Inspection #1 (flight level)	A1 - Aerospace Foundations 1	
1600	L5 - Dormitory Inspection #1 (flight level)	A1 - Aerospace Foundations 1	
1615	L6 - Discipline: Your Key to Success	A1 - Aerospace Foundations 1	
1630	L6 - Discipline: Your Key to Success	A1 - Aerospace Foundations 1	
1645	X9 - Dinner	X9 - Dinner	X9 - Dinner
1700	X9 - Dinner	X9 - Dinner	X9 - Dinner
1715	X9 - Dinner	X9 - Dinner	X9 - Dinner
1730	X9 - Dinner	X9 - Dinner	X9 - Dinner
1745	X9 - Dinner	X9 - Dinner	X9 - Dinner
1800	L7 - Teamwork for Performance	L12 - Drill & Ceremonies	L12 - Drill & Ceremonies
1815	L7 - Teamwork for Performance	L12 - Drill & Ceremonies	L12 - Drill & Ceremonies
1830	L7 - Teamwork for Performance	L11 - Group Retreat Formation	L11 - Group Retreat Formation
1845	L8 - Team Leadership Problem #1	F3 - Daily Sports / Change to PT Uniform	F3 - Daily Sports / Change to PT Uniform
1900	L8 - Team Leadership Problem #1	F3 - Daily Sports	F3 - Daily Sports
1915	L8 - Team Leadership Problem #1	F3 - Daily Sports	F3 - Daily Sports
1930	L8 - Team Leadership Problem #1	F3 - Daily Sports	F3 - Daily Sports
1945	X10 - Flight Commander's Time	F3 - Daily Sports	F3 - Daily Sports
2000	L9 - Guidon Construction	X11 - Showers / Blister Check	X11 - Showers / Blister Check
2015	L9 - Guidon Construction	X11 - Showers / Blister Check	X11 - Showers / Blister Check
2030	X12 - Personal Time	X12 - Personal Time	X12 - Personal Time
2045	X12 - Personal Time	X12 - Personal Time	X12 - Personal Time
2100	X13 - Student Lights Out X14 - Sqdn Training Meeting	X13 - Student Lights Out X14 - Sqdn Training Meeting	X13 - Student Lights Out X14 - Sqdn Training Meeting
2115	X14 - Sqdn Training Meeting	X14 - Sqdn Training Meeting	X14 - Sqdn Training Meeting
2130	X15 - Group Training Meeting	X15 - Group Training Meeting	X15 - Group Training Meeting
2145	X15 - Group Training Meeting	X15 - Group Training Meeting	X15 - Group Training Meeting
2200	X16 - Cadre Lights Out	X16 - Cadre Lights Out	X16 - Cadre Lights Out

Activities During Phase I & Phase II – Conduct in sequence if at all possible

SEQUENCE	PHASE	CODE	ACTIVITY TITLE	FORMAT	QUIZ	DURATION	SUGGESTED INSTRUCTOR	ECHELON for ACTIVITY	NOTES
1	1	X1	Student Reception	Informal	No	5 min ea / 1 - 2 hrs total	Senior staff & cadet cadre greeters	Individual cadets or small groups as they arrive	
2a	1	X2	Welcome, Overview & Safety	Briefing	No	30 min	CC or CDC, C/CC	Cadet Corps in full	Cadets only, not for parents
2b	1	C1	Encampment Contract	Briefing, Task	No	15 min	C/CC	Cadet Corps in full	Cadets only, not for parents
2c	1	X3	Parents' Orientation	Briefing	No	10 min ea or 1 hr total	CC or CDS or CDC or TR	Individual parents or small groups or other	Optional for parents, runs concurrent with X2 & C1
3	2	L1	Report to Flights	Task, Briefing	No	15 min	Ft/CC, Ft/CF	Flight	May run through / concurrent with L2
4	2	L2	Initial Skills Assessment	Eval & Tutoring	No	5-10 min ea / 30 min total	Ft/CC, Ft/CF, Sq/CF	Flight	May run through / concurrent with L2, L3, X5
5	2	X4	Shakedown	Task	No	3 min ea / 1 hr total	TR shakedown; Ft/CC, Ft/CF	Flight	May run through / concurrent with L2, L3
6	2	L3	Dormitory Orientation & Prep	Briefing & Task	No	1 hr	Ft/CC, Ft/CF	Flight	May run through / concurrent with L2, X5
7	2	L4	Wingmen & The Warrior Spirit	Lecture & Task	Yes	30 min	Sq/CC, Sq/CF	Squadron or Cadet Corps	Break for flight staff allows debrief with TR on L1 - L3
8	2	L5	Dormitory Inspection #1	Inspection	No	30 min	Ft/CC, Ft/CF as inspecting party	Flight	TR monitors, mentors; flip with L6 if logistics require
9	2	L6	Discipline: Your Key to Success	Lecture	Yes	30 min	Sq/CC, Sq/CF	Squadron or Cadet Corps	Follows L6's poor perf. to show need for discipline
10	2	L7	Teamwork for Performance	Lecture	Yes	45 min	C/CC, C/CD, or Sq/CC, Sq/CF	Squadron or Cadet Corps	Good opportunity for C/CC to make first instructional appearance
11	2	L8	Team Leadership Problem #1	TLP	No	1 hr	Initial brief by anyone; Ft Staff control	Sqdn or Corps, with flights working independently	Competitive; includes time for brief, plan, action, & debrief
12	2	X10	Flight Commander's Time	Activity	No	15 min	Ft/CC	Flight	Could possibly skip to give more time to L9
13	2	L9	Guidon Construction	Task	No	30 min	Ft/CC, Ft/CF	Flight	
14	2	L14a	Dormitory & Uniform Inspection #21	Inspection	No	10 min	Ft/CC, Ft/CF as inspecting party	Flight	Quickly find & demonstrate several gigs
16	2	L14b	Dormitory & Uniform Corrections	Task	No	35 min	Ft/CC, Ft/CF in monitoring role only	Flight	
17	2	L14c	Dormitory & Uniform Inspection #22	Inspection	No	15 min	Ft/CC, Ft/CF as inspecting party	Flight	Goal is for students to greatly improve over inspection 2.1
18	2	L15	The Leadership Concept	Lecture & Discussion	Yes	1 hr	Anyone, including guest speakers	Squadron or Cadet Corps	
19	2	F1	Fit to Fly	Lecture & Discussion	Yes	45 min	Base Gym staff; committed athlete	Squadron or Cadet Corps	
20	2	L17a	Team Leadership Problem #1 Repeat	TLP	No	30 min	Initial brief by anyone; Ft Staff control	Sqdn or Corps, with flights working independently	Competitive; quick review of brief; time to plan & action; no debrief
21	2	L17b	Team Leadership Problem #2	TLP	No	1 hr	Initial brief by anyone; Ft Staff control	Sqdn or Corps, with flights working independently	Competitive; includes time for brief, plan, action, & debrief
22	2	C2	The Core Values	Lecture & Discussion	Yes	1 hr	Sq/CC or higher or Senior Staff	Any, Squadron suggested	Could run half Corps and switch with A1
23	2	A1	Aerospace Foundations I - Aviation	Lecture & Activity	Yes	90 min	Senior member AEO; ft staff for activity	Any, Squadron suggested, flts work independently	Could run half Corps and switch with C2
24	2	L18	Dormitory & Uniform Inspection #3	Inspection	No	30 min per flight	Sq/CC and Sq/CF inspecting party	Flight	Capstone event for Learning Phase II; 5-10 min debrief by Ft Staff

Recurring Events in Encampment Daily Life

na	na	X5	First Call	Task	No	15 min daily	Ft/CC, Ft/CF	Flight	Wake, personal needs, dress, prep dorm
na	na	F2	Daily Calisthenics	Activity	No	20 min daily	Sq/CF	Squadron or Corps	Includes time to assemble, travel, return; plan 20 min actual exercise
na	na	X6	Shower, Dress & Dormitory Prep	Task	No	30 min daily	Self-lead task; Ft/CC, Ft/CF monitoring	Flight	
na	na	L10	Group Reveille Formation	Formation	No	10 min daily	C/CC	Cadet Corps	Announce daily honor flight(s); daily safety brief; depart for breakfast
na	na	X7	Breakfast	Task	No	45 min daily	Cadet Cadre monitoring	Cadet Corps	Adjust duration to fit local needs
na	na	X5	Cadet Handbook	Task	No	periodically, hip pocket	None; individual task	NA	Students read and work through Cadet Handbook during downtime
na	na	C6	Cadet Journal	Task	No	10 min daily / hip pocket	None; individual task	NA	Students write 100 words or more daily; confidential, only TR may check
na	na	X8	Lunch	Task	No	1 hr 15 min daily	Cadet Cadre monitoring	Cadet Corps	Adjust duration to fit local needs
na	na	X10	Flight Commander's Time	Activity	No	30 min daily	Ft/CC	Flight	Activity to be determined by Ft/CC with TR approval
na	na	X9	Dinner	Task	No	1 hr 15 min daily	Cadet Cadre monitoring	Cadet Corps	Adjust duration to fit local needs
na	na	L12	Drill & Ceremonies	Drill	No	30 min daily	Ft/CF	Flight	Flight to progressively advance through checklist of drill requirements
na	na	L11	Group Retreat Formation	Formation	No	10 min daily	C/CC	Cadet Corps	
na	na	F3	Daily Sports	Activity	No	1 hr daily	Cadet Cadre	Cadet Corps, competing as flights	Includes time to change into PT uniform
na	na	X11	Showers & Blister Check	Task	No	30 min total daily	TR & FLIGHT Staff conduct blister check	Flight	Excess time flows into 28 Personal Time
na	na	X12	Personal Time (training prohibited)	Open	No	30 min daily	Flight Staff monitoring	Flight	No training shall be conducted, cadets may do Handbooks & Journals
na	na	X14	Squadron Training Meeting	Conference	No	30 min daily	Sq/CC	Squadron Staff, TRs & guests participate	
na	na	X15	Group Training Meeting	Conference	No	30 min daily	C/CC	Sq/CC, cadet exec staff, CDC & guests participate	

Phase III Activities to Schedule as Desired

SEQUENCE	PHASE	CODE	ACTIVITY TITLE	FORMAT	QUIZ	DURATION	SUGGESTED INSTRUCTOR	ECHELON for ACTIVITY	NOTES
na	3	L13	Drill & Ceremonies Final Evaluation	Drill / Evaluation	No	5 min ea / 30 min total	Flt/CC and Flt/CF	Flight	Should schedule the evaluation towards the end of Phase III
na	3	L19	Servant Leadership	Lecture & Discussion	Yes	1hr	Sq/CC or higher or Senior Staff	Squadron or Corps	
na	3	L20a	Team Leadership Problem #2 Repeat	TLP	No	30 min	Initial brief by anyone; Flt Staff control	Sqdn or Corps, with flights working independently	Competitive; quick review of brief; time to plan & action; no debrief
na	3	L20b	Team Leadership Problem #3	TLP	No	1hr	Initial brief by anyone; Flt Staff control	Sqdn or Corps, with flights working independently	Competitive; includes time for brief, plan, action, & debrief
na	3	L21	Dorm & Uniform Inspection #4 (Sqdn)	Inspection	No	30 min	Sq/CC and Sq/CF inspecting party	Flight	5-10 min debrief by Flt Staff
na	3	L22	Dorm & Uniform Inspection #5 (Grp)	Inspection	No	30 min	C/CC and C/CD inspecting party	Flight	5-10 min debrief by Flt Staff
na	3	L23	Electives: Additional Activities	Any	No	as desired	Any	Any	Make use of local resources
na	3	A2	Aerospace Foundations II - Space	Lecture & Activity	Yes	90 min	Senior member AEO; flt staff for activity	Any, Squadron suggested, flts work independently	
na	3	A3	Military Airpower	Lecture & Discussion	Yes	45 min	AF officer or senior member AEO or similar	Any	
na	3	A4	Aerospace Hands-On, Tours, Flying	Activities	No	11 hrs total	Any	Any	Make use of local resources
na	3	F4	Team Fitness Challenge	Activity	No	2 hrs	Any	Any; competitive with flights working independently	Obstacle course, ropes course, water survival, hike, or anything similar
na	3	C3	Becoming a Core Values Leader	Lecture & Discussion	Yes	1hr	Any adult; DDR officer suggested	Any	
na	3	C4	Ethical Decision Making	Lecture & Activity	Yes	90 min	Any adult	Any, flts working independently	
na	3	C5	Drug-Free Lifestyle	Activity	No	1hr	Any; DDR officer suggested	Any, flts working independently	Use local resources; use of DDR activities encouraged

Phase IV Activities to Schedule as Desired

na	4	X17	Graduation Picnic / Social	Social	No	as desired	NA	NA	
na	4	C7	Individual Cadet Advisories (students)	Conference	No	10 min per student	Flt/CC and TR	Private conference with each cadet at flight	Use CAPF 50-5
na	4	C8	Individual Cadet Advisories (cadre)	Conference	No	20 min per cadre	Cadet's superior and TR / CDC	Private conference with each cadre member	Use CAPF 50-6
na	4	C9	Flight Advisory	Conference	No	15 min	Flt/CC, assisted by Flt/CF, TR	Flight	
na	4	X18	Encampment Critique	Task	No	10 min	NA	Any	
na	4	X19	Packing, Clean-Up, Check-Out	Task	No	varies	NA	NA	Ought to be completed prior to graduation, if feasible
na	4	L24	Graduation Parade	Drill & Ceremonies	No	30 min, plus prep	C/CC is commander of troops	Cadet Corps	Allow approximately 1hr to prep cadre, guidons, color guard
na	4	C10	Graduation Ceremony & C/CC Charge	Task	No	varies by encamp. size	CC, C/CC as key speakers	Cadet Corps	NA
998	4	X20	Dismissal & Departure	Task	No	na	TR	NA	See sections 2.7 & 2.8
999	4	X21	Debriefing & Lessons Learned	Conference	No	na	Facilitated by handful of senior staff & cadre	Senior Staff and Cadet Cadre	Can be conducted electronically and/or within 30 days of graduation

Figure 3.
Tables of Encampment Activities

Downtime

While the encampment schedule is apt to have every moment fully occupied, in reality cadets always experience periodic moments of downtime throughout each day. Time spent waiting in line, on the bus, or transition times between activities are examples of downtime. Cadets should carry their *Encampment Cadet Handbook* with them at all times and read through it and complete the quizzes and other exercises found there during downtime.

Key to Office Symbols

Symbol	Office	Sample Extension
CC	Encampment Commander	A-Flt/TR Training Officer, A Flight
CDC	Commandant of Cadets	
CDS	Deputy Commander for Support	
DO	Curriculum & Plans Officer	
TR	Training Officers	
C/CC	Cadet Commander	
C/CD	Cadet Deputy Commander	
Sq/CC	Cadet Squadron Commander	1-Sq/CC Commander, 1st Squadron
Sq/CF	Cadet First Sergeant	1-Sq/CF First Sergeant, 1st Squadron
Flt/CC	Cadet Flight Commander	A-Flt/CC Commander, A Flight
Flt/CF	Cadet Flight Sergeant	A-Flt/CF Flight Sergeant, A Flight

Quizzes

A short quiz is associated with each classroom or lecture-type activity. These quizzes are found in the *Encampment Cadet Handbook*. Allow cadets to work through the quizzes as "hip pocket training" – whenever downtime presents itself. Spot check and review the quizzes during flight commander time, or downtime.

		"MONDAY"	"TUESDAY"	"WEDNESDAY"
0600	<p>Figure 4.</p> <p>SUGGESTED SCHEDULE</p> <p>It is important to sequence the events of Learning Phase I and II as shown, if logistically possible.</p> <p>Specific times for the various events shown here will vary depending on local needs.</p> <p>Bottom Line: This diagram is offered simply to give encampment leaders a sense of how the different parts of an encampment program might fit together.</p>	X5 - First Call	X5 - First Call	X5 - First Call
0615		F2 - Daily Calisthetics	F2 - Daily Calisthetics	F2 - Daily Calisthetics
0630		F2 - Daily Calisthetics	F2 - Daily Calisthetics	F2 - Daily Calisthetics
0645		X6 - Shower, Dress, & Barracks Prep	X6 - Shower, Dress, & Barracks Prep	X6 - Shower, Dress, & Barracks Prep
0700		X6 - Shower, Dress, & Barracks Prep	X6 - Shower, Dress, & Barracks Prep	X6 - Shower, Dress, & Barracks Prep
0715		L10 - Group Reveille Formation X7 - Breakfast	L10 - Group Reveille Formation X7 - Breakfast	L10 - Group Reveille Formation X7 - Breakfast
0730		X7 - Breakfast	X7 - Breakfast	X7 - Breakfast
0745		X7 - Breakfast	X7 - Breakfast	X7 - Breakfast
0800		X7 - Breakfast	X7 - Breakfast	X7 - Breakfast
0815		L14a - Dormitory & Uniform Inspection #2.1 (flight level)	X6 - (Additional) Barracks Prep	L20a - Team Leadership Problem #2 Repeat
0830		L14b - Dormitory & Uniform Corrections	X6 - (Additional) Barracks Prep	L20a - Team Leadership Problem #2 Repeat
0845		L14b - Dormitory & Uniform Corrections	L18 - Dormitory & Uniform Inspection #3 (squadron level)	L20b - Team Leadership Problem #3
0900		L14c - Dormitory & Uniform Inspection #2.2 (flight level)	L18 - Dormitory & Uniform Inspection #3 (squadron level)	L20b - Team Leadership Problem #3
0915		L15 - The Leadership Concept	END: LEARNING PHASE II START: LEARNING PHASE III	L20b - Team Leadership Problem #3
0930		L15 - The Leadership Concept	TOURS & LOCAL RESOURCES L23 - Leadership Electives A5 - Aerospace Hands-On, Tours, Flying, etc.	L20b - Team Leadership Problem #3
0945		L15 - The Leadership Concept		L19 - Servant Leadership
1000		L15 - The Leadership Concept		L19 - Servant Leadership
1015		F1 - Fit to Fly		L19 - Servant Leadership
1030		F1 - Fit to Fly		L19 - Servant Leadership
1045		F1 - Fit to Fly		L21 - Dormitory Inspection #4 (sqdn level)
1100		X10 - Flight Commander's Time		L21 - Dormitory Inspection #4 (sqdn level)
1115		X10 - Flight Commander's Time		
1130		X8 - Lunch	X8 - Lunch	X8 - Lunch
1145	"SUNDAY"	X8 - Lunch	X8 - Lunch	X8 - Lunch
1200	X1 - Student Reception START: LEARNING PHASE I	X8 - Lunch	X8 - Lunch	X8 - Lunch
1215	X1 - Student Reception X3- Parent Orientation	X8 - Lunch	X8 - Lunch	X8 - Lunch
1230	X1 - Student Reception X3- Parent Orientation	X8 - Lunch	X8 - Lunch	X8 - Lunch
1245	X1 - Student Reception X3- Parent Orient. & Departure	L17a - Team Leadership Problem #1 Repeat	TOURS & LOCAL RESOURCES L23 - Leadership Electives A4 - Aerospace Hands-On, Tours, Flying, etc.	TOURS & LOCAL RESOURCES L23 - Leadership Electives A4 - Aerospace Hands-On, Tours, Flying, etc.
1300	X2 - Welcome, Overview, & Safety	L17a - Team Leadership Problem #1 Repeat		
1315	X2 - Welcome, Overview, & Safety	L17b - Team Leadership Problem #2		
1330	C1 - Encampment Contract	L17b - Team Leadership Problem #2		
1345	L1 - Report to Flights START: LEARNING PHASE I	L17b - Team Leadership Problem #2		
1400	L1 - Report to Flights L2 - Initial Skills Assessment	L17b - Team Leadership Problem #2		
1415	X4 - Shakedown L3 - Dormitory Orientation & Prep	C2 - The Core Values		
1430	X4 - Shakedown L3 - Dormitory Orientation & Prep	C2 - The Core Values		
1445	X4 - Shakedown L3 - Dormitory Orientation & Prep	C2 - The Core Values		
1500	X4 - Shakedown L3 - Dormitory Orientation & Prep	C2 - The Core Values		
1515	L4 - Wingmen & The Warrior Spirit	A1 - Aerospace Foundations 1		
1530	L4 - Wingmen & The Warrior Spirit	A1 - Aerospace Foundations 1		
1545	L5 - Dormitory Inspection #1 (flight level)	A1 - Aerospace Foundations 1		
1600	L5 - Dormitory Inspection #1 (flight level)	A1 - Aerospace Foundations 1		
1615	L6 - Discipline: Your Key to Success	A1 - Aerospace Foundations 1	X10 - Flight Commander's Time	X10 - Flight Commander's Time
1630	L6 - Discipline: Your Key to Success	A1 - Aerospace Foundations 1	X10 - Flight Commander's Time	X10 - Flight Commander's Time
1645	X9 - Dinner	X9 - Dinner	X9 - Dinner	X9 - Dinner
1700	X9 - Dinner	X9 - Dinner	X9 - Dinner	X9 - Dinner
1715	X9 - Dinner	X9 - Dinner	X9 - Dinner	X9 - Dinner
1730	X9 - Dinner	X9 - Dinner	X9 - Dinner	X9 - Dinner
1745	X9 - Dinner	X9 - Dinner	X9 - Dinner	X9 - Dinner
1800	L7 - Teamwork for Performance	L12 - Drill & Ceremonies	L12 - Drill & Ceremonies	L12 - Drill & Ceremonies
1815	L7 - Teamwork for Performance	L12 - Drill & Ceremonies	L12 - Drill & Ceremonies	L12 - Drill & Ceremonies
1830	L7 - Teamwork for Performance	L11 - Group Retreat Formation	L11 - Group Retreat Formation	L11 - Group Retreat Formation
1845	L8 - Team Leadership Problem #1	F3 - Daily Sports / Change to PT Uniform	F3 - Daily Sports / Change to PT Uniform	F3 - Daily Sports / Change to PT Uniform
1900	L8 - Team Leadership Problem #1	F3 - Daily Sports	F3 - Daily Sports	F3 - Daily Sports
1915	L8 - Team Leadership Problem #1	F3 - Daily Sports	F3 - Daily Sports	F3 - Daily Sports
1930	L8 - Team Leadership Problem #1	F3 - Daily Sports	F3 - Daily Sports	F3 - Daily Sports
1945	X10 - Flight Commander's Time	F3 - Daily Sports	F3 - Daily Sports	F3 - Daily Sports
2000	L9 - Guidon Construction	X11 - Showers / Blister Check	X11 - Showers / Blister Check	X11 - Showers / Blister Check
2015	L9 - Guidon Construction	X11 - Showers / Blister Check	X11 - Showers / Blister Check	X11 - Showers / Blister Check
2030	X12 - Personal Time	X12 - Personal Time	X12 - Personal Time	X12 - Personal Time
2045	X12 - Personal Time	X12 - Personal Time	X12 - Personal Time	X12 - Personal Time
2100	X13 - Student Lights Out X14 - Sqdn Training Meeting	X13 - Student Lights Out X14 - Sqdn Training Meeting	X13 - Student Lights Out X14 - Sqdn Training Meeting	X13 - Student Lights Out X14 - Sqdn Training Meeting
2115	X14 - Sqdn Training Meeting	X14 - Sqdn Training Meeting	X14 - Sqdn Training Meeting	X14 - Sqdn Training Meeting
2130	X15 - Group Training Meeting	X15 - Group Training Meeting	X15 - Group Training Meeting	X15 - Group Training Meeting
2145	X15 - Group Training Meeting	X15 - Group Training Meeting	X15 - Group Training Meeting	X15 - Group Training Meeting
2200	X16 - Cadre Lights Out	X16 - Cadre Lights Out	X16 - Cadre Lights Out	X16 - Cadre Lights Out

23

directed, confident, and resilient. Dormitory life provides a good example. In Phase III, we want to see cadets, on their own initiative, creating “rack-making” teams or “boot-shining” teams, which demonstrates the independence and creativity in problem solving. When marching to and from events, it is a mark of the flight’s success as a team if students are seen creating their own jodies or yells to express team pride.

Disciplined Pursuit of Goals. As leadership mentors, the cadre’s and senior staff’s role during Phase III is to encourage initiative, creativity, and behaviors that demonstrate a team-focused mindset. Even if the flight exhibits signs of spontaneous, self-directed leadership (as discussed above), leadership skills do not simply develop on their own. Left unchecked, the flight’s motivation can easily spin-off into cockiness, hyperactivity, and excessive “hoorah” that lacks direction. The cadet cadre should be mindful that motivation is supposed to aim at a meaningful object. The flight staff’s challenge during this phase is to channel the students’ high spirits toward attainment of the encampment goals. Therefore, the students’ exuberance ought to result in their completing challenging hands-on projects, a newfound seriousness of purpose during tours and guest lectures, higher levels of precision on the drill field, higher standards of performance in uniform and dormitory inspections, evidence of the “wingman” concept at work in reality, mutual support during fitness activities, a habit of policing one another when momentary instances of misconduct occur, and the like. Discipline is not exuberance but a focus upon one’s goals.

d. Phase IV - The Concluding Phase. The last phase of training consists of leadership feedback (individually and as a flight), a party or picnic of some kind, the parade, cadet commander’s charge, and graduation. As the encampment concludes, Phase IV’s goal is twofold.

Review of Accomplishments. First, one goal is to summarize or review the students’ accomplishments during the encampment. The cadet cadre have one final opportunity to develop in the students an intense, positive feeling of accomplishment. They do this by reviewing the encampment’s goals, as they were first presented to the students on Day One, and telling the story (or prompting the students themselves to tell the story) of how the individuals came together as a team and succeeded throughout many challenges. For this “story” to be meaningful, it must reference some specific achievements and cite contributions of each individual that caused the flight to be successful. The task is to create in the students’ minds a link between their self-esteem and a clear knowledge of what they learned. This portion of Phase IV is met through the advisory program (Lesson C7 and C9).

Future Opportunities & Challenges. Second, another goal responds to the fact that “every new beginning comes from some other beginning’s end.” What happens next, after the cadets leave encampment and go home? Each student receives personalized leadership feedback from the flight staff and training officer (Lesson C7). The flight as a whole is informed of upcoming CAP opportunities and encouraged to participate. And finally, during graduation, before the assembled corps and their parents, the cadet commander issues a “charge” to his or her fellow cadets on what challenges face them next in CAP, at school, and in their work in becoming “dynamic Americans and aerospace leaders” (Lesson C10).

Timing. Ideally, Phase IV begins upon the completion of Lesson L22, the final group-level dormitory, uniform, and verbal academic inspection, and of course ends as the cadets depart for home. Logistical realities govern the timing of Phase IV, but most encampments will allocate the final half-day before departure and the morning of the final day to this phase.

Dismissal Procedures. See sections 2.8 and 2.9 for guidance on the procedures for releasing cadets to make the trip home.

PART 4

STAFF ORGANIZATION

4.1 Organizational Structure

The encampment is a Group-sized organization in all but the smallest wings' encampments, where the encampment may operate as a squadron. Accordingly, a Cadet Training Group (CTG) is comprised of two or more squadrons. A Cadet Training Squadron (CTS) consists of two or more flights.

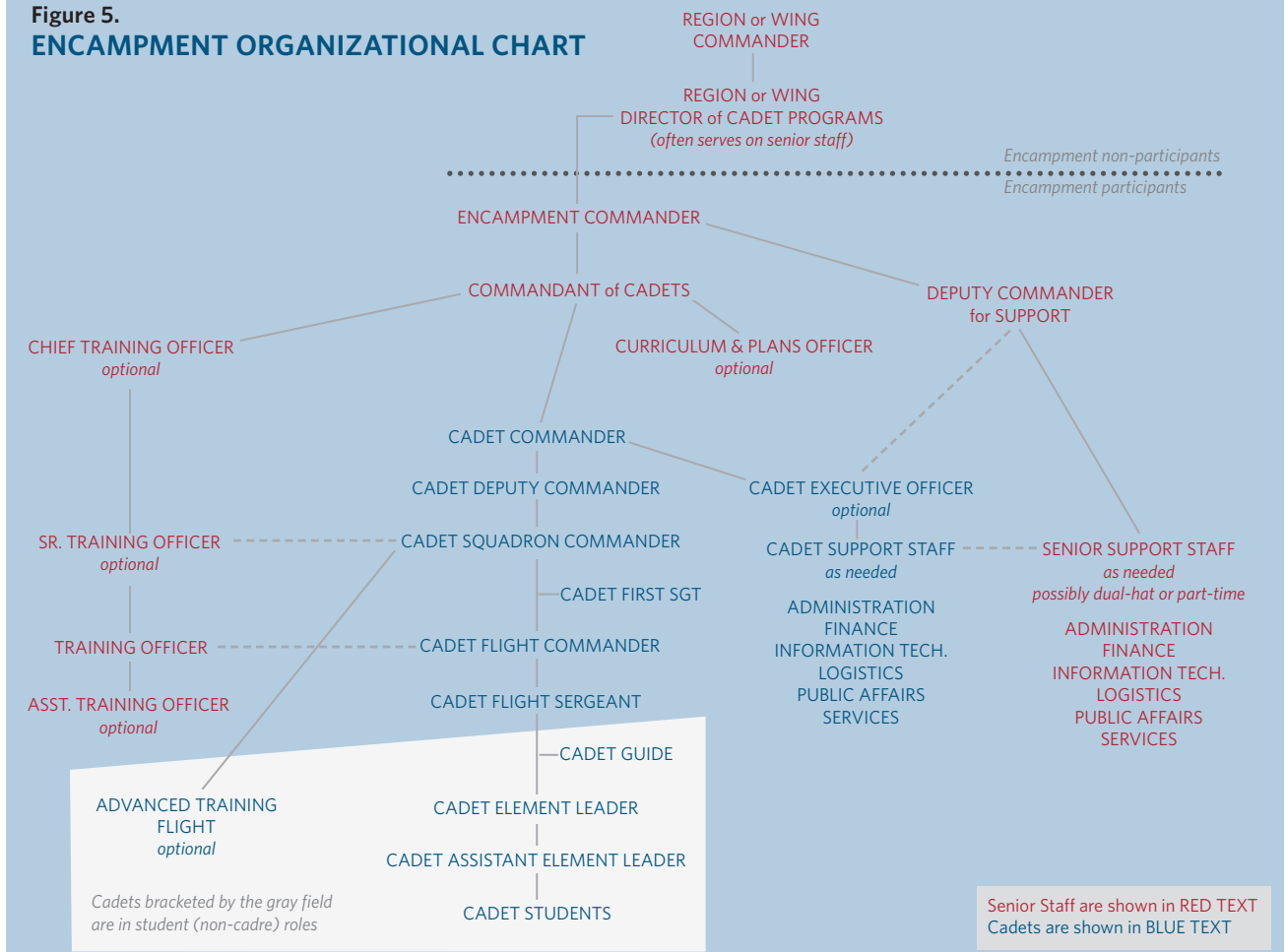
a. Staff Selection Authority. The encampment commander selects the senior staff, and with the advice of the commandant, the top cadet cadre. The cadet commander selects the mid- to lower-level members of the cadet cadre, subject to the commandant's approval. Within each flight, the flight commander selects from among the flight's students a guide, element leaders, and assistant element leaders, with the approval of the training officer.

b. Adult Chaperone to Cadet Ratios. The primary adult leader who has the most direct contact with the cadets and functions *in loco parentis* is the training officer. While the support staff and "part-time" volunteers are indispensable, for purposes of ensuring adequate adult supervision of cadets, the number of "full-time" training officers is the key metric.

"Full-time" seniors are those who are on-site throughout the encampment, with allowances for occasional free time spent in town and a small amount of time spent in a "dual hat" support role.

The encampment must provide at least one full-time training officer per flight. The ideal maximum cadet to training officer ratio is 18:1. When large flights are used (ie: flights of more than 18 cadets), it is recommended

Figure 5.
ENCAMPMENT ORGANIZATIONAL CHART



that a squadron-level senior training officer or an assistant training officer be available to keep the adult to cadet ratio manageable. Further, encampments should have senior members of both genders on staff. Typically, female cadets are the minority, and while in no way limiting their full and active participation, the encampment should endeavor to have 1 female senior member (who can serve in any staff role) available for every 18 female cadets.

Note that these standards of adult supervision exceed those normally required by CAPR 52-10. The heightened standard is necessary due to the encampment's duration, high tempo of intensive activities, and tendency to attract the younger and less-experienced cadets.

c. Organizational Design Considerations. In a hometown CAP cadet or composite squadron, there is no standard, one-size-fits-all design for the cadet structure (see CAPP 52-15, 1.3). The organizational design fluctuates as the cadets collectively advance in grade, age-out of the program, and new batches of recruits enter the squadron. This systems perspective applies to encampments, too. Accordingly, the encampment's organizational design should depend upon three factors.

First, the number of cadets participating is a factor. Mathematically, it is difficult to justify using a group-size design with fewer than 50 students.

Second, the grades of the likely members of the cadet cadre are another consideration, especially in small wings where it is easy to have "top heavy" or "bottom heavy" years, necessitating some tailor-made adjustments to the usual structure in response to that year's demographics.

Third, the needs of the hometown squadrons also warrant consideration. (Recall that one of the encampment's purposes is to serve the wing's overall Cadet Program and the cadet and composite squadrons; see section 1d). From a big-picture perspective, it may be desirable to engineer ways for each hometown squadron to have at least one cadet serving on the encampment's cadet cadre so as to help struggling squadrons grow.

The wing director of cadet programs and encampment commander ought to discuss these strategic considerations before the encampment commander decides on the encampment's overall organizational structure.

d. Flight Size. Flights normally consist of 12 to 20 students. That guideline is often the biggest factor in determining if the encampment will be formed as a squadron or group. In striving to fulfill the leadership and character goals of the encampment program, it is more important that the flights be right-sized than to stand-up the requisite four flights needed to organize as a group with two squadrons.

4.2 Cadet Cadre Selection Exercise

In an ideal world the cadet cadre will be selected several weeks prior to encampment during a comprehensive cadre selection exercise. Through a program of resume submissions, interviews, a test of academic knowledge, performance during team leadership problems, and demonstration of practical skills in drill, fitness, public speaking, and the like, an encampment not only completes the administrative task of selecting cadets for the various cadre positions, but offers those NCOs and cadet officers a learning opportunity. A cadre selection exercise contributes to one of the encampment program's goal areas – for each cadre member as an individual to develop leadership skills (see section 1.1). Some best practices to consider in cadre selection exercises include:

- Advertise the cadre selection exercise well in advance and conduct it concurrent with another major cadet activity so that participation is as logistically painless as possible.
- Require that cadet cadre applications be endorsed by the cadet's unit commander.
- Compare candidates using standardized criteria that matches the demands of the position they are applying for. Run all flight sergeant candidates through the same basic interview questions, drill problems, uniform inspection, and test of academic knowledge, for example. Use a different set of criteria for officer-level positions.
- The encampment commander and commandant should be the two primary leaders involved in interviewing and selecting the cadet executive cadre, though additional leaders could also be included.
- Involve cadet officers in operating the practical selection exercises and interview boards for the mid- and lower-level cadre positions. The cadet officers' performance in managing a series of drill and ceremony exercises for NCO applicants, for example, can serve as an evaluation item for themselves, too.

- Provide meaningful feedback throughout the exercise so that cadets can maximize their learning. Offer constructive criticism of the cadet's resume and performance during interviews, for example. View the selection exercise as a series of teachable moments, not a mere personnel process.
- If an in-person selection exercise is not logistically feasible, consider conducting interviews via web cams and still requiring cadets to submit resumes.
- After selecting and announcing the cadet cadre, use the remaining weeks leading up to encampment to train the cadre how to fulfill their duty responsibilities.
- Make clear to the cadets that maintaining their status as cadre depends upon their continuing to lead by example; any personal misconduct in or out of CAP could jeopardize their encampment position.

4.3 Position Descriptions

Outlined below are position descriptions for the senior staff and cadet cadre. Each encampment may customize these descriptions to meet its needs; regard the outlines below as starting points.

a. Encampment Commander. Appointed by the wing or region commander to direct the overall encampment program, under the supervision of the director of cadet programs. This position's major functional areas include:

- Overall attainment of the encampment program's mission and vision
- Recruitment, selection, and management of the encampment staff
- Budgeting and supervision of finances
- Liaison with the host facility
- Ensuring that the encampment operates in compliance with all CAP policies
- Supervision of and ultimate responsibility for the safety, fair treatment, and morale of all participants
- Representing CAP to the public, the media, service providers, and cadets' parents

b. Deputy Encampment Commander for Support. Provides for the encampment's logistical, financial, and administrative needs. Supervises the encampment support staff. This position's major functional areas include:

- Budget preparation, purchasing, and bookkeeping
- Coordination of ground transportation, including obtaining vans from the wing or its subordinate units
- Coordination of aircraft and pilots for orientation flights, in cooperation with the wing operations staff
- Liaison with the host facility and coordination of billeting, dining, classroom, and related needs
- Processing of encampment applications
- Coordination of military support authorizations, personnel authorizations, and other items
- Dissemination of welcome letters, equipment lists, and/or maintenance of the encampment website
- Management of intra-encampment communication systems (cell phone rosters, radio networks)
- Media relations and publicity to internal CAP audiences and cadets' parents

c. Commandant of Cadets. Supervises the overall encampment curriculum, cadet training, and leadership and discipline of the cadet corps. Supervises the cadet cadre and is the principal mentor for the cadet executive cadre. This position's major functional areas include:

- Overall attainment of the encampment's learning goals for the cadet corps
- Selection of the cadet executive cadre (and possibly squadron commanders), in cooperation with the encampment commander

- Approval of the cadet cadre selections, in cooperation with the cadet commander
- Design (or supervision of) the encampment curriculum
- Ensuring CAP instructors and host agencies are prepared to lead cadet training activities
- Supervision and mentoring of the training officers
- Supervision of the safety, fair treatment, and morale of all cadets
- Monitoring of the cadet cadre's leadership methods and ensuring that cadets are not hazed
- Approval of cadet standard operating procedures (dormitory standards, inspections, rules governing daily life, etc.)

d. Curriculum & Plans Officer (optional). Manages the encampment's instructional content. While the position itself is optional, the related job tasks are obviously essential and therefore need to be assigned to someone on the senior staff. This position's major functional areas include:

- Investigating opportunities for tours, guest speakers, use of training facilities, etc., at the host facility
- Programming the curriculum so that the encampment fulfills the minimum required content
- Developing a plan of instruction for the encampment commander's approval, and coordinating with the host facility and/or outside agencies for tours, guest speakers, classroom facilities, etc.
- Developing and maintaining the encampment schedule, and verifying guest speakers' participation and tour hosts' readiness a day or two in advance.
- Selecting and preparing instructors (senior staff, cadre, or guests) for required courses; monitoring courses to ensure the students attain the learning objectives.
- Facilitating the student, cadre, and staff end of encampment critique process.

e. Training Officers. Formerly known as tactical officers, training officers are assigned to each flight at an encampment. Training officers are CAP senior members who are the first-line chaperones of the cadets. They also fulfill a critical role as mentors to the cadets, particularly the flight staff. Assistant training officers are assigned as available. Senior training officers are also assigned as available, and serve at the squadron level and supervise flight-level training officers. In large encampments, a chief training officer supervises the full team of training officers and provides guidance and mentoring to newcomers. This position's major functional areas include:

- Ensuring the cadets' safety, health and well-being
- Observation, training, mentoring, and evaluation of the flight staff
- Observation, training, and evaluation of students
- Ensuring that the encampment's curriculum and learning goals are progressing as expected
- Personal counseling of cadets, as necessary
- Responsible stewardship of CAP resources and the host facility

f. Cadet Cadre. Each cadet cadre position is discussed in depth in CAPP 52-15, *Cadet Staff Handbook*. The position descriptions found there should be used as the starting point for encampment-specific position descriptions.

PRACTICAL REQUIREMENTS OF TRAINING OFFICERS

What's really involved in being a training officer? The position is among the most rewarding experiences in all of CAP, but it might not be for everyone. What are some of the practical requirements potential training officers should understand before volunteering to serve?

- a general desire to be around cadets and to help them grow
- long days: 5:30am to 10pm is common
- wearing the uniform throughout encampment
- lots of walking and being on your feet
- lots of time spent outdoors in the sun
- driving CAP vans loaded with cadets
- checking cadets' feet for blisters
- a patient attitude and willingness to accept a certain amount of "hurry up and wait"

PART 5

INSPECTION PROGRAMS

5.1 Purpose of the Inspection Program

Dormitory and uniform inspections test cadets' ability to live in a challenging military-style environment, their teamwork skills, and the team's overall esprit de corps. The program also (re-)motivates cadets in these instructional areas. Consequently, inspections are "high stakes" activities marked by elevated (but carefully managed) stress levels and standards of military bearing. Daily inspections are learning tools, with the majority of the learning taking place not *during* the inspection itself but in the *preparation* for it.

5.2 Inspection Program Guidelines

The following guidelines govern how encampments structure their inspection program. Note that three inspections are programmed into the standardized Phase II curriculum. Inspections also continue during Phase III.

- a. **Progression.** Inspections begin at the flight level, then progress to the squadron level, and conclude at the group level. There are 3 flight-level inspections, 2 or 3 squadron-level inspections (depending upon encampment duration), and 1 group level inspection. As the inspection echelon increases, so too should the cadets' performance.
- b. **Team-Focus.** Individual performance is important, but the learning goal is primarily team-oriented. Accordingly, the inspection focuses upon the teamwork involved in the cadets' ordering their living quarters.
- c. **Inspection Party.** Inspection is an inherent function of command. Accordingly, encampments will not create a permanent inspection party, sometimes called standardization and evaluation teams. In a cadet environment, the cadets' youth and the relatively short duration of the encampment necessitates their receiving as much individualized attention as possible. Flight and squadron commanders are best positioned to provide that personalized mentoring and therefore they lead the inspection party, not a stan/eval team.
- d. **Format.** Dormitory inspections are always to be "stand-by" inspections, with the students physically present and "standing-by" their bunks (or whatever placement is deemed best). Cadets are inspected as flights. With squadron and group inspections, the inspection party will devote an equal amount of time to each flight. Flights that are awaiting inspection or awaiting the next activity, should use that downtime for meaningful activity (ie: working on cadet handbooks, cadet journals, drill, or hip-pocket training).
- e. **Standardized Scoring.** Encampments will adopt a single scorecard to be used during each inspection. This practice provides for a single, consistent measurement of cadet performance. If the flight is developing into a team as expected, it will score progressively higher marks on the standardized inspection scorecard. Further, the cadre should receive detailed training on how to score cadets properly and consistently so that there is a degree of uniformity. See Attachment 4 for a suggested scorecard.
- f. **Learning vs. Maintenance.** While cadets will need to clean their dormitory and perform simple upkeep, the inspection program is not intended as an exercise in the janitorial and sanitary arts. Again, the goal is to teach teamwork, not to make the floor clean enough to eat from.

5.3 Inspection's Team Focus

What does it mean for the inspection program to have a team focus? The encampment is obliging cadets to live together, to work and learn together, and to find creative solutions around the interpersonal stresses that such an environment naturally produces. The sample scorecard shown in Attachment 4 illustrates the preference in measuring teamwork more than individual accomplishment.

- a. **Areas of Collaboration.** The evidence of teamwork is found in the team attending to its common areas as much as each individual's living space. Attention to detail in identifying areas that need standardization, and then carrying-out that standardization across the whole flight, is another sign of teamwork. Efficient time management, coupled with a division of labor and perhaps specialization is another indicator. For example, perhaps

two cadets working together can make bunks better and faster than individuals working alone, and perhaps one cadet has a natural gift for shining shoes and therefore does nothing but that task. Those are some of the areas a well-designed inspection program focuses upon, not on finding the cadet possessing the best janitorial skills.

b. Clustering of Individual Scores. In a team environment where everyone is working together and playing to their strengths, the gap between the lowest-performing individual and the highest-performing should be narrow. Put another way, if one cadet's area is stunningly perfect and another's is a horrible mess, that wide gap in performance indicates a lack of teamwork.

5.4 Inspection Procedures & Methods

a. Report-In. Subordinate unit commanders report to and greet the inspecting party upon the party's arrival at the unit's quarters. Wings that follow the tradition of the unit commander presenting a white glove to the inspecting party as a sign of confidence are encouraged to continue that practice during the final inspection.

b. On-Deck Cadets. Cadets in the "on deck" position (ie: a few minutes from their turn), stand at parade rest, until the inspection party enters their area. Local leaders fine-tune this rule to fit local circumstances.

c. Inspection Party Size. The inspection party should be limited to 3 cadre and a training officer or other senior staff member. A larger party can convey an undesirable "gang" feeling and unhelpfully crowds the area. Subordinate commanders can observe the inspection by trailing the inspection party, coming up behind it as it works through the flight.

d. Respectful Practices. Inspectors are viewing and handling cadets' personal property, so the work of the inspecting party requires that they show respect to the students and their belongings.

The inspectors will intentionally disturb the original order of a cadet's belongings, if discovered to be out of place or improperly prepared, so as to call attention to the problem. They tug at bunk linens, nudge shoes and small items out of position, and carefully move uniform garments to the bunk, as they discover gigs. When doing this, the inspector verbally explains the reason for each gig.

Inspectors do NOT throw cadets' belongings, drop them onto the floor, or roughly handle any items. In respect for personal dignity, they do not touch cadets' undergarments or toiletries, only verbally calling attention to any gigs with those items.

In readying for their work as an inspection party, the training officer should remind the cadre that eagerness to "trash" a room and enthusiasm to accumulate a record number of gigs are signs of immaturity and unprofessionalism.

e. Thou / It Distinction. The inspector's verbal remarks always focus on inanimate objects, not on the cadet's person. For example, "These hospital corners are too loose" correctly speaks of things. In contrast, "Cadet Curry, you're terrible at making hospital corners" improperly speaks of Cadet Curry as a person. Training officers will intervene and correct cadre who misstep in this area.

f. Teaching Opportunities. During flight-level inspections, the inspection party is encouraged to take a conversational, show-and-tell approach to their work. For example, an inspector might summon a cadet to the head of the bed, point to the pillow and ask, "This pillow is not set properly, do you know why?" After the cadet answers, the inspector might follow-up with, "Correct. Now let me see you set that pillow properly... Better - now that pillow is set right," or alternatively, "No, that pillow still does not meet the standard. Watch this... See?"

g. Scope of Inspection. In choosing areas to inspect, the inspection party needs to be mindful that inspections are not games of "Gotcha!" Checking for dust in a flashlight's battery compartment is a silly example of ultra-janitorialism that does not accomplish a meaningful objective.

h. Opportunity for Praise. A discerning inspection party can always find something that deserves complimenting. In contrast to the principle of criticizing inanimate object (see section 5a above), cadre are encouraged to personalize their praising of cadets. "Cadet Curry, you've come a long way since the last inspection. Great job with the bunk!" is an appropriate, positive reference to Cadet Curry as a person.

5.5 Training Intensity & Stress Management During Inspections

Again, inspections ought to be “high-stakes” events accompanied by a moderate degree of anxiety due to the cadets’ desire to perform well. Also, military bearing in particular is on display, so the cadets’ precision in holding the position of attention and careful observance of military customs and courtesies is under close scrutiny. Consequently, in the early days of encampment especially, perhaps 10 to 20 percent of the students will struggle to manage their stress during the intense inspection process.

a. Individual Considerations. Cadre and training officers should be mindful of the age, grade, and relative experience of each individual cadet they inspect. Assessing these individual considerations can be problematic because sometimes low-ranking, younger cadets cope better than the oldest cadets in the flight.

b. Gig Effects. Because the object of the inspection program is to test the cadets’ teamwork skills and (re-)motivate them in the overall area of military-type skills, the quantity of gigs an inspection party cites is a function of each cadet’s training needs. Put another way, the object is not to precisely score each cadet’s performance and account for each and every gig. Citing 12 gigs is counter-productive when 5 gigs provides sufficient motivation to a struggling cadet, prompting him or her to pay closer attention to detail or ask roommates for help. In contrast, an older, self-confident cadet with several stripes can show resilience in the face of 12 gigs and may need such scrutiny to motivate him or her to get beyond complacency.

c. Two-Deep Adult Leadership. As mentioned earlier, one training officer serves on the inspection party and accompanies the cadre at all times. A second training officer (perhaps the training officer for the “sister” flight awaiting its turn) should monitor the cadets who are a few steps ahead of the inspecting party. Cadets typically experience stress as they *await* the inspecting party – an excessively stressed cadet who happens to be last in line for inspection could require an intervention well before the inspecting party arrives.

d. Interventions for Excessively-Stressed Cadets. All members of the inspection party are responsible for monitoring students for signs of excessive stress. The “wingman” safety system also has a part to play in identifying excessively-stressed cadets. Physical symptoms of excess stress are obvious enough: hyperventilating, tears, tremors, anguished facial expressions, verbal complaints of feeling faint, etc. The training officer is responsible for intervening as needed to support excessively-stressed cadets. Interventions should take a progressive approach when possible, though acute signs of high stress warrant a more direct approach. The following guidelines, ordered from least to the greatest degree of adult support, offer a framework for progressive intervention.

1. The training officer places his or her reassuring hand on the cadet’s shoulder and offers a few quiet words of encouragement.

2. The training officer directs the cadet to stand at ease, places his or her reassuring hand on the cadet’s shoulder, leads the cadet through a mindfulness exercise (a suggested relaxation technique is described in *Learn to Lead*, chapter 2), and shortly thereafter, challenges the cadet to resume the inspection.

When necessary, the training officer may direct the inspection party to move on to another room / element, and return to the stressed cadet just prior to concluding the unit’s inspection. Obviously, there are practical matters of logistics and time management in play.

3. The training officer directs the cadet to take a seat, or to take a relaxing short walk down the hall or outside for fresh air, while quietly talking with the cadet to generate feelings of calmness and control. In extreme cases, the training officer excuses the cadet from the inspection, and a senior staff member physically remains with the cadet and counsels him or her.

Someone on the senior staff, perhaps a chaplain, is apt to be known for having the best “bedside manner” with cadets. Encampment commanders are encouraged to identify that individual at the outset of encampment and designate him or her to serve in the lead capacity when a cadet requires special handling.

PART 6

AWARD PROGRAMS

To generate a healthy spirit of competition and to motivate all cadets to strive for their personal best, encampments will want to adopt some kind of awards program. Some best practices to consider include the following:

6.1 Honor Flight

a. Concept. This award is typically presented on a daily basis, and at graduation to the most outstanding flight overall. Regarding the award criteria, the structured curriculum naturally suggests a handful of possible objective and subjective evaluation items. Whatever criteria is used, it should be consistently applied and known to all. Suggested criteria include:

Uniform and dormitory inspection scores	20%
Team Leadership Problem victories	20%
Team sports victories	20%
Spot checks of cadets' academic knowledge	10%
Being on time for and conduct during classes and tours	10%
Overall esprit de corps (subjective judgment)	20%

b. Means of Recognition. A good way to recognize the honor flight is by awarding it a guidon streamer. As a daily program, honor flight could be announced during reveille formation, based on the previous day's activities. The honor flight of the day should have the privilege of being first in line for all activities and meals. At graduation, when the overall honor flight is announced, each member of that flight could receive an award certificate or have their graduation certificate specially annotated to indicate their honor flight status.

6.1 Individual Awards

a. Honor Cadet. The intent of this award is to recognize the most outstanding student in each flight. A mix of objective and subjective criteria might be used, including inspection scores, quiz averages, and overall attitude and leadership ability. A certificate, plaque, or trophy presented at graduation would be an appropriate means of recognition. The flight staff should select the recipient, with the training officer holding veto authority.

b. Most Improved Cadet. The intent of this award is to recognize the student who has grown the most in terms of self-confidence, attitude, and resilience. The winner of this type of award is probably best determined by subjective judgment. A certificate, plaque, or trophy presented at graduation would be an appropriate means of recognition. The flight staff should select the recipient, with the training officer holding veto authority.

c. Most Outstanding Cadet NCO. The intent of this award is to recognize the most outstanding NCO serving on the cadre. Professionalism, performance as a mentor and role model, and the respect accorded to the cadet by his or her subordinates, peers, and superiors, are possible areas to consider when selecting the winner. A certificate, plaque, or trophy presented at graduation would be an appropriate means of recognition. Each squadron commander could nominate one cadre NCO, with the final selection being made by the cadet commander, with the commandant holding veto authority.

d. Most Outstanding Cadet Officer. The intent of this award is to recognize the most outstanding cadet officer serving on the cadre. Professionalism, performance as a mentor and role model, and the respect accorded to the cadet by his or her subordinates, peers, and superiors, are possible areas to consider when selecting the winner. A certificate, plaque, or trophy presented at graduation would be an appropriate means of recognition. The cadet executive cadre could nominate a winner, but the final selection should be made by the commandant, who could bestow the award on one a member of the executive cadre, if desired.

e. Most Outstanding Mentor. The encampment belongs to the cadets, but without overshadowing their accomplishments, the cadet cadre could recognize the senior member whom they regard as the most outstanding mentor, with the encampment commander holding veto authority. A certificate, plaque, or trophy presented at graduation would be an appropriate means of recognition.

f. Other Award Opportunities. The number of individual awards presented could vary based on the encampment size. For example, if flights are large (say, 18 or more cadets) a couple “distinguished graduate awards” could be presented within each flight in lieu of a single honor cadet award. Alternatively, encampments might consider presenting special awards for academic excellence, physical fitness, and emerging leadership. In short, each encampment needs to find the right balance in terms of award quantity and type for its size.

To Be Added Later

Attachment 1	Cadets' Critique Form
Attachment 2	Seniors' Critique Form
Attachment 3	Safety Checklist
Attachment 4	Inspection Scorecard

Encampment is the #1 CAP cadet activity in terms of total participation. Encampment attendance correlates with cadet retention – cadets who go to encampment are more likely to renew than those who do not attend. Moreover, there has been considerable disparity regarding the encampment program in the 52 wings across the nation. These facts demonstrate the need for a consistent, well-articulated nationwide standard for encampment programs.

The *Cadet Encampment Guide* aims to fill that gap. It provides a framework for encampment operations, defines the curriculum, and sets a single standard for graduates, while still allowing commanders the flexibility they need to adapt the program to their local situation.

This new curriculum integrates *Learn to Lead's* subject matter into the encampment program. Additionally, the encampment's aerospace block emphasizes science, technology, engineering, and math (STEM) lessons and career explorations.



TODAY'S CADETS: TOMORROW'S AEROSPACE LEADERS