



FLIGHT TIME: Values for Living

Character Development for CAP Cadets

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PREFACE

“Young people in their teens are faced with certain basic tasks in their growth as persons. They must find out who they are, what they believe in, and what kind of people they want to be. They must decide what kind of world they want to live in and how they are to be part of that world. Toward these ends, it is desirable that they consciously choose a set of values, interiorize them, and through choices and repeated acts strive to live in a manner consistent with those values.” –James J. DiGiacome, S.J.

This pamphlet is a non-sectarian curriculum used in the CAP Cadet Program to help cadets grasp the relevance of morals and ethics in all aspects of their public and private life. It seeks to develop the skill of examining their present values and decision making processes. Values addressed in the curriculum are based upon the historic, universal values commonly recognized by ethical philosophers, and religious traditions throughout the centuries.¹ This pamphlet provides a foundation plan for the course, lesson plans, and student handouts for use with the character development element of the CAP Cadet Program, which is defined in CAPR 52-16, *Cadet Program Management*. This edition includes:

- Discussion questions designed specifically for younger, middle, and older teens that achieve an appropriate level of learning for each age group.
- Fictional but realistic case studies that help dramatize and focus ethical concepts and dilemmas.
- Lesson plans that are more structured and comprehensive.
- An annotated lesson plan that illustrates “how-to” conduct the lessons.
- A formative lesson to introduce new cadets to the CAP Core Values and the character development program in general.
- An attractive, easy to follow layout that separates the instructor’s lesson plans from the students’ handouts.
- A revised Ground School section and index to lay the foundation for the rest of the course.

NOTE TO PARENTS: Civil Air Patrol Cadet Programs recognizes the rights and responsibilities of parents in regard to the instruction of their children and young adults. If parents find any of the case studies objectionable, it is recommended the parent or guardian acknowledge their concern to the squadron commander or chaplain so that appropriate accommodation can be made for the cadet. The instructor may merely skip that particular case study or the cadet may be excused for that particular lesson. Cadet participation in the Values for Living program is mandatory for promotion consideration and it is recommended that other lessons be substituted for any material deemed to be in conflict with any parents’ particular values or that alternative views or solutions be considered in that light.

Note New Terminology: Facts, Assumptions, Challenges and Solutions (FACS) reflected throughout this revision.

¹ Universal values include ideas like: honesty, integrity, protection of innocents, love of neighbor, familial care, respect of persons and property, justice in relationships, and understanding human conflicts between good and evil.

Table of Contents

FLIGHT TIME: Values for Living	2
Table of Contents	3
PART 1 - Flight Instructor Guide	5
Annotated Lesson Plan.....	8
PART 2 - Ground School.....	11
PART 3 - Case Studies	15
Am I Worth Anything?.....	16
Called to Service	19
Chatter, Chatter Everywhere	20
Credit Where Credit is Due	22
Deadly Info.....	24
East or West.....	26
Fair is Fair	28
Just Following Orders.....	30
Leadership vs. Friendship	32
Pharming.....	34
What Happened to Good Manners?	36
Taken for a Ride	38
The Cover Up.....	40
The New Guy.....	42
The Drop Outs	44
What's It To You	46
She's Mine	48
Who Did It?	50
Not Enough to Go Around	52
Remember Me.....	54
Rising Tide.....	56
What Price Honor	58
A Day at The Races	60
Hanging Out.....	62
Choices and Decision	64
Unwanted Company	66
The Power of the Tongue.....	68
The Transfer.....	70
Nails in the Fence.....	72
I Double Dare You.....	74
Missing in Action.....	76
It Pays to Advertise, But What Are You Advertising?.....	78
Drop and Give Me Twenty.....	80
Open to All	82
Small War	84
Lonely At the Top	86
Mind Reading.....	88
If I Want It, I Need It	90
Seeking the Truth	92
Teenage Drinking	94
99 +1 = 100%.....	96
The Suspicious Baseball	98
When the Finish Line Is In Sight.....	100

Out of the Loop.....	102
My Word, My Bond	104
Do Not Disturb	106
Inventing Success	108
A Right to Remain Silent.....	110
Small Things Don't Matter?	112
We Are Who We Are With	114
When Good Is Not Good Enough	116
What Is Your Bent?	118
Can, Should We?	120
What Matters Most.....	122
When Truth Is Not Truth.....	124
How to Say "No"	126
Cadet Boone Comes Home.....	128
How Did You Get Here	130
Trauma	132
Direct Action	134
Good Enough for Government Work	136
No Joking Matter	138
Payback.....	140
The Initiation	142
The Tattle Tale	144
Profanity.....	146
Unsung Heroes.....	148
My Decision	150
The Pick of the Crop.....	152
What I Do At Home.....	154
Deliberate Extinction.....	156
Clearing the Record	158
Credit Where Credit is Due	160
Surprised By Extra Funds.....	162
PART 4 - Lesson Plan Worksheet	164
Acknowledgements.....	166

PART 1 - Flight Instructor Guide

Instructions for Chaplains & Character Development Instructors

INTRODUCTION

WELCOME TO *FLIGHT TIME*, the new “Values for Living” materials designed to engage your cadets in a meaningful learning experience through the use of case studies. Character Development is designed to allow cadets to examine their own moral standards and values in the framework of a guided discussion. The cadets are encouraged to relate these standards and values to all phases of their Civil Air Patrol experience, especially when performing tasks that involve the use of authority over other cadets.

Flight Time’s approach is meant to create enthusiasm for Character Development among the cadets by using flight imagery to describe the elements of the program. Such imagery captures the sense of freedom and discovery that is inherent in the examination of one’s own values and principles. You will notice the use of aviation terminology to describe the different aspects of the Character Development session as well as the various levels of depth found in the questions.

Your commitment to provide an environment for personal reflection and the investment of yourself in the lives of your cadets is honorable and admirable. Hopefully, *Flight Time* will equip you with the tools you need to have a lifelong impact on the values of young people and their families. CAP appreciates you for your willingness to serve cadets.

EDUCATIONAL AIMS

In keeping with Civil Air Patrol’s overall program of Character Development, *Flight Time* incorporates the following educational aims:

1. Using universal truths as a starting point, cadets will develop skills in examining their present values and amending them as they choose.
2. Cadets will learn to analyze the ethical components of situations and problems.
3. Cadets will develop their ability to differentiate between facts and assumptions and to identify the core issues affecting a complex situation.
4. Cadets will increase their personal expression and group interaction skills.
5. Cadets will see the relevance of morals and ethics in all aspects of their public and private life.
6. Cadets will have a mechanism and a process that will enable them to see the changes in their values and perspectives resulting from maturity and experience.
7. Cadets will accept their responsibility to make moral and ethical choices.

Why Case Studies?

According to CAPR 52-16, *Cadet Program Management*, Character Development is to be taught in the framework of a guided discussion. According to *The Guidebook for Air Force Instructors*, a “guided discussion is an instructor-controlled group process in which students share information and

experiences to achieve a learning objective. In a guided discussion, the instructor carefully plans the lesson to reach desired learning outcomes. The group interacts in response to questions, and the instructor refrains from entering the discussion as an active participant” (AFMAN 36-2236).

The fuel for this guided discussion is the case study. Case studies are brief, real-life simulations, designed to challenge the cadets to find ways of solving problems and perceiving numerous perspectives. The exploration of values, principles, and ethics is particularly suited to the case study approach for a number of reasons.

First, the relevance of the discussion is emphasized by the ability of the cadets to identify with the situation or challenge in the story. Much of the reflection will be the evaluation of past experience and choices as a way of making changes.

Second, case studies enable cadets from different age and educational levels to work together analyzing the stories and offering solutions to the problems. The cadets in a particular squadron are not usually the same age, grade, or gender. Case studies allow all cadets to contribute as they are able and as they desire.

Third, the use of case studies is compatible with the use of a guided discussion. Cases provide a common frame of reference, enabling the group to have an exploratory conversation. The questions created by the leader give focus toward a specific objective.

Fourth, in a problem-solving environment, the burden of learning and understanding is shifted to the students. Chaplains and Character Development Instructors facilitate the exploration of the ethical issues of each case, but the cadets also contribute to learning.

Finally, the use of case studies encourages behavioral change. Participation and contribution to the group process creates ownership of ideas and perspectives by the cadets. This clarifies their own standards of behavior and helps them see where they are deficient. “When students make a public commitment in a discussion, they are more apt to follow through with a change in behavior” (AFMAN 36-2236).

Overall, the role of the Chaplain or Character Development Instructor is to guide the cadets in the discussion and solution of the case. Within this responsibility, the leader may serve as scribe, questioner, and clarifier. As the scribe, the instructor can provide direction by writing the cadet’s responses, suggestions, and insights on a blackboard or a whiteboard. Cadet statements can then augment the learning of the group and affirm each person’s contribution. As the questioner, the instructor helps the cadets reach the desired learning objective in an efficient and timely way. Questions bring specificity to the discussion and precision to the conclusions. As the clarifier, the instructor bridges the discussion between issues and points by restating and summarizing the thought flow of the group. This also helps connect the discussion with the desired insights of the lesson.

How to lead a case study

Some suggested guidelines for conducting a case study include:

1. Prepare yourself to lead the session by completing a “FACS” analysis

(facts, assumptions, challenges, solutions) and answering the discussion questions in advance (the FACS is discussed in Figure 1).

2. Refrain from lecturing – take a student-centered approach.
3. Provide a copy of the case study for everyone, or have it displayed where all can easily see – the students will need to refer to the story often.
4. Have a cadet read aloud the case study (or act it out) – the reading skills of the cadets may vary.
5. Encourage participation by all.
6. Moderate the FACS process, using open-ended questions to refocus the group if it becomes stalled. Cadet discussion leaders and recorders should not lead the FACS process, but may lead small groups of cadets in answering the solo pilot and pilot questions.

For more guidance on case studies, lesson plans, and the FACS analysis, see the annotated lesson plan (Figure 1, located on the next page).

Time Management

Forums can be completed in about one hour. Generally, that hour is managed best by dividing it as suggested in Table 1:

Suggested Agenda for Character Development Forums	
10 min	INTRODUCTION: objective, attention, motivation, overview, and the reading of the case study
30 min	FACS ANALYSIS
15 min	DISCUSSION QUESTIONS: oral replies to the solo pilot and pilot questions; written replies to the test pilot question
5 min	CONCLUSION: summary, remotivation, and closing
60 min	TOTAL

Table 1

Cadet Records

After concluding a forum, provide the unit personnel officer with a list of the cadet participants. The personnel officer uses that list to update the cadets' master records so the cadets receive credit for participating.

Annotated Lesson Plan



What Happened to Good Manners?

Respect for Others

[Left Column **The Actual Lesson Plan**]

Objective: The objective of this lesson is for cadets to discuss how the core value of Respect can be demonstrated by common courtesies in public.

Attention Step: Ask the cadets to define courtesy. Webster’s definition of courtesy is “respect for, and consideration of, others: observing gentler or polished forms of social conduct, often with inner sincerity.” How is courteous behavior related to safety and a good quality of life?

Motivation Step: People are not born polite; they learn courtesy. Who in your life displays courteous behavior? Has courtesy on your part ever resulted in courtesy from someone else? Would you agree that courtesy is contagious?

Overview: During this character development session, we will:

- Read a case study about manners
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned in your Flight Log

Body: The case study, “What Happened to Good Manners?” is located on the reverse of this page. See Part 1 for instructions on how to lead a case study.

Summary: We’ve looked at some examples in this case study of bad manners. Etiquette (good manners) is based on respect for other people. If you show respect through courteous behaviors, others will respond with courtesy. Our lives are improved when we are courteous. Courtesy while driving is essential for safety.

Remotivation: Real manners are instinctive. They stem from your character and your heart because you care about the dignity, welfare, and feelings of others. Manners change. In order to conduct our lives with confidence and grace, we must be aware of the changes that have taken place, and know how to handle them today.

Closing: Treating others with good manners is a way to demonstrate CAP’s core value of respect. This week, try to add three new courteous customs to your behavior.

“Rudeness is a weak imitation of strength.” –Eric Hoffer

[Right Column **Some Explanatory Comments**]

The **objective** gives focus to the discussion in the sense of where the discussion should end. Continually connecting with this idea throughout the discussion will help focus the final conclusion. There may be many issues raised by the case study, but this is the main reason for the lesson.

The **attention step** is an activity or question that ignites the process and wins the attention of the group. You can create your own attention-getter if you like.

The **motivation step** encourages students to participate actively by demonstrating why the lesson is relevant to the students’ needs.

The **overview** provides the students with an outline of what they will be doing and learning during the session. Researchers have found that students understand more and retain that learning when they know what to expect.

The **body** is the meat of the lesson. It includes reading the case study, completing a FACS analysis and answering discussion questions (all of which are described below). This pamphlet has been formatted such that the instructors’ material is kept separate from what the students need to complete the lesson. In practice, after completing the overview, the instructor might refer to the student handout to lead cadets through the body (the case study, the FACS, and the discussion questions), before returning to the lesson plan for the summary, remotivation, and closing.

The **summary** is a restatement of the discussion’s high points. It shows how those points fulfilled the objective.

The **remotivation** is when the instructor encourages the cadets to retain and use what they have learned.

The **closing** is a parting statement that dismisses the group with a memorable thought relating to the learning objective. Closings should be very brief; otherwise they diminish the worth of the summary and remotivation.

Figure 1. Annotated Lesson Plan

<p>Case Study: Lin was convinced that courtesy was dead. When she went to her favorite pizza restaurant for lunch, young teenagers in athletic uniforms swarmed the buffet table and took all the breadsticks before any other customers could take any. When the sports team left their tables after a noisy, boisterous meal, there were piles of uneaten breadsticks on their plates. Other customers in the restaurant talked loudly on cell phones, ignoring the people they were eating lunch with. Many customers wore baseball caps and cowboy hats while eating in the restaurant.</p> <p>As Lin left the restaurant, she waited at a red light for traffic to clear so she could make a right turn. The driver behind her honked repeatedly, gestured wildly, and raced his engine to try to make her go faster. As they made the turn, he raced by her on the left, scraping his car against her side view mirror. The other driver sped away, yakking on his cell phone while oblivious to the damage on Lin's car.</p> <p>Lin was so upset when she got home, that she left her car in the middle of the driveway. She yelled at her little brother to turn down the TV volume, ate a snack in the kitchen, and ignored the list of chores her mother had left for her to do that day. When the phone rang, a telemarketer asked if Lin had time to complete a brief survey. Lin just hung up the phone, stomped to her room, and slammed the door. The neighbor's dog was out in the yard again, barking constantly. Lin buried her head under a pillow, cranked up her iPod, and drifted off to sleep.</p> <p>Solo Pilot</p> <ol style="list-style-type: none"> 1. What are some examples of disrespectful behavior in this case study? 2. Can you name other examples of discourteous behavior you've seen in public? 3. How can you show respect for other people while driving? While eating in restaurants? While talking on a cell phone? <p>Pilot</p> <ol style="list-style-type: none"> 1. Do you think Lin's actions at home were affected by her experiences at the restaurant? 2. What is the purpose of good manners? Why is it important to display them all the time? <p>Test Pilot</p> <ol style="list-style-type: none"> 1. Do you display different manners when you're wearing your CAP uniform? Should you? 	<p>The case study is the focus of the learning experience and provides a realistic scenario or accessible framework the students will use in examining the topic.</p> <p>First, the case should be read aloud or acted out.</p> <p>Student handouts are printed on the page opposite the corresponding lesson plan. If possible, provide copies to the cadets so they can follow along.</p> <p>After the case is read, the instructor guides the cadets through a FACS analysis. FACS stands for Facts, Assumptions, Challenges and Solutions. Devoting one column to each letter in FACS, the instructor asks the cadets to name all the "facts" of the case, all the "assumptions" and so forth, recording those responses on the board. The FACS analysis will help the cadets recognize and resolve moral problems.</p> <p>Moreover, the FACS analysis will provide the cadets with a foundation for answering the discussion questions, which relate to the case's overall problem. (See page 9 for a sample FACS analysis.)</p> <p>All discussion questions are designed to help cadets relate the case study's moral teachings to their own lives. At this point, the group can be divided into smaller groups if necessary. Discussion leaders may also be selected.</p> <p>The solo pilot questions are designed to be the easiest to answer and are suitable for cadets of all age and experience levels. These should be answered first. These knowledge-level questions will help the cadets identify the problem and make a connection between the questions and their own experiences.</p> <p>The pilot questions are for older cadets and are more complex in their scope and answer. They will normally require multiple responses to fully answer the question. These questions will challenge the cadets to begin to interpret the ramifications of the story. Younger cadets should listen to the older cadets' responses, and/or try to answer them as well.</p> <p>The cadets are then given a few minutes to individually answer the test pilot question(s) in writing. This question challenges each cadet to apply the information gained during the session to the case study and provide an answer based on personal moral choices. Cadets should record their answers in their Flight Log. The Chaplain or Character Development Instructor should review cadets' entries during the remainder of the meeting or before the next meeting, looking to see if the cadet's entry is connected to the learning objective, and may discuss the entry with the cadet. The cadets' entries may be used to evaluate the effectiveness of the character development forum. Chaplains and MLOs should encourage cadets to review the Flight Log periodically during their CAP membership to see how their reasoning skills and moral choices have changed or solidified.</p>
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Figure 1. Annotated Lesson Plan continued



Facts	Assumptions	Challenges	Solutions
<p>1. Lin ate in a restaurant at the same time as a noisy sports team.</p> <p>2. People in the restaurant wore hats indoors and talked on their cell phones.</p> <p>3. As Lin was driving home, her car was scraped by a driver in another car.</p> <p>4. Lin yelled at her little brother.</p> <p>5. Lin hung up on a telemarketer.</p> <p>6. Lin did not do her chores.</p> <p>7. Lin turned on her MP3 player and took a nap.</p> <p><u>Commentary</u></p> <p>Just the facts. List only verifiable facts here. Peoples' impressions and assumptions may be influenced by emotion and prove false. The first step in problem solving is to identify the facts and work from there toward a solution.</p> <p>To make the FACS process easier to follow, entries on this sample annotated FACS are written in complete sentences. In practice, a simple listing of key words and concepts in telegraphic style will suffice.</p>	<p>1. The athletes were noisy and rude.</p> <p>2. The diners were rude to wear hats indoors.</p> <p>3. The cell phone conversations in the restaurant were loud.</p> <p>4. The driver hit Lin because he was talking on his cell phone.</p> <p>5. Lin was mean to the telemarketer and her little brother because she was upset about how people were treating her.</p> <p>6. The barking dog is annoying to neighbors.</p> <p><u>Commentary</u></p> <p>Challenge cadets when they assert something as a fact. It may be their own assumption, or the impression of a character in the story.</p> <p>The "assumption" step is an opportunity to read between the lines and search for factors that reveal the core problem or find tools to use in solving the problem.</p> <p>1: Is it okay at a buffet table to take what you want, even if you won't eat it?</p> <p>2, 3, & 6: These are based on personal ideas about manners. Are they true? Maybe.</p> <p>4: Maybe he's always a bad driver.</p> <p>5: Are Lin's actions definitely a result of the earlier events in her day?</p>	<p>1. People talk on the phone in public constantly – That can be rude to those they're with and others around them, and unsafe for driving.</p> <p>2. Teens did not think of others first when mobbing the buffet table.</p> <p>3. Lin is not being helpful at home with chores and not being kind to her little brother.</p> <p><u>Commentary</u></p> <p>Challenge the cadets to filter the facts and assumptions down to three challenges or fewer. It makes the discussion more manageable and focuses them on the 'big picture.' One of the educational aims of the character development program is for cadets to develop analytical skills enabling them to recognize the core issues affecting an apparently knotty scenario.</p> <p>1. This is a common practice in our culture today, but that doesn't mean it is good manners.</p> <p>2. Behavior when in a large group reflects on the group itself as well as the individuals.</p> <p>3. Regardless of how she felt about earlier events today, Lin has a responsibility to help out around the house and show kindness to the members of her family.</p>	<p>1. Individuals must choose how and where to use their cell phone – It is not safe while driving and not polite while dining with others.</p> <p>2. Even when having a good time with a group of friends, individuals must consider the impact of their actions on those around them: approach the buffet in smaller groups, and don't take more food than you can eat.</p> <p>3. Lin could apologize to her little brother, spend some time playing with him, and finish her chores before her mom gets home.</p> <p><u>Commentary</u></p> <p>Problem #1 should yield solution #1; problem #2 should yield solution #2, etc.</p> <p>Throughout the FACS, keep the lesson's objective in mind. The instructor should connect the cadets' solutions with the objective. The "summary" shown on the lesson plan can help bridge the gap between the FACS and the objective. Another way to do this is by phrasing the objective as a question: "So, what does this case and your solutions tell you about the core value of respect?" Some good replies include:</p> <p>If we say we value respect, then we need to show good manners.</p> <p>- Showing respect doesn't stop at CAP meetings; it also includes our time driving, in public, and at home with family.</p>

Figure 1. Annotated Lesson Plan continued

PART 2 - Ground School

OBJECTIVE	The objective of this lesson is for each student to comprehend how they can develop themselves as leaders through the character development forum.
ATTENTION STEP	“Intelligence plus character – that is the goal of a true education.” –The Reverend Martin Luther King Jr.
MOTIVATION STEP	To participate actively with your fellow cadets during character development forums, first you’ll need to understand what the character development program is all about and why it is important to you as a cadet. Through our discussion today, we will do just that.
OVERVIEW	Basically we have two tasks today. First we will discuss some values that the Air Force and CAP believe are long-lasting. We call these the Core Values. Second, we will look at how CAP develops cadets’ character and how the forums work.
BODY	<i>[Unlike the other lessons in this publication, this lesson is conducted as an informal lecture with discussion questions. Cadets should follow along using the worksheet located on page 13. There is no case study.]</i>
Introduction	Civil Air Patrol’s character development program is designed to foster discussion about moral standards and values in the framework of case study analysis. This is not a religious meeting, although CAP chaplains or character development officers typically lead the case studies. To receive character development credit for your first achievement, all you need to do is answer the five questions in this guide and share your answers with the leader.
Main Point #1 Americans Share Common Values	According to the John Templeton Foundation, “the vast majority of Americans share a common set of core values: honesty, self-control, perseverance, respect, compassion, and service to those less fortunate.” CAP believes that most would agree that people should be honest, have integrity and strive for excellence in all that they do. As a result, CAP has developed a set of Core Values: <ul style="list-style-type: none">● Integrity● Excellence● Volunteer Service● Respect These Core Values are representative traits that help to define our character. Developing good values are key components of your vision (what you want to do with your life), and your competence (how you do the things you do). CAP’s character development program is an educational approach to help you in self-discovery. This character education does not attempt to narrowly define words like “honesty” or “respect.” Rather, our approach is to foster guided discussions to better prepare you to make such definitions internally. We believe that this journey of discovery is life-long.
Main Point #1 Discussion Question #1	Define the following in your own words: [Sample replies are <i>italicized</i>] “Integrity” – <i>truthfulness; doing what is right when no one is looking; etc.</i> “Volunteer Service” – <i>helping the community; giving time and energy freely</i>

Main Point #2
Cadets explore
values during
“Flight Time”
forums

“Excellence” – *trying your best; always looking for ways to do things better*

“Respect” – *treating others as you like to be treated, especially elders; listening*

The CAP character development program’s case studies highlight foundational Core Values and provide you with an opportunity to explore these values in a discussion with your peers. We are calling these forums, “Flight Time.” As you progress in CAP, you must actively participate in at least half of the Flight Times offered since your last achievement. Most forums will last about one hour.

For all achievements after achievement 1, you will be required to write a paragraph or two in a character development journal, which we are calling a “Flight Log.” This journal can be written on any notebook or paper. The Flight Time leader, who is the “Flight Instructor,” will review your journal entries. The Flight Instructor will evaluate your written entries to gauge your understanding of the core values. The Flight Instructor may, at his or her option, discuss your entries with you further.

Main Point #2
Discussion
Question #1

Define the following character development program elements:

“Flight Time” – *a forum where cadets develop character through discussion and problem solving*

“Flight Log” – *a journal where cadets record reflections about flight time topics*

“Flight Instructor” – *the CAP officer who leads flight time, usually a Chaplain or Character Development Instructor*

The case study itself provides an opportunity for you and your peers to discuss the situation in an organized fashion, what we call the FACS method. FACS stands for Facts, Assumptions, Challenges and Solutions. In each case study, your Flight Instructor will guide you in determining the following:

- What are the facts in the case study?
- What are the assumptions?
- What are the challenges that you identify?
- What are some of the possible solutions?

Main Point #2
Discussion
Question #2

A fellow cadet asks for your help with what she calls an ‘integrity issue.’ She tells you a long, complicated story involving several people and a lot of accusations about lying. How can a FACS analysis help in resolving the problem? *Problems are easier to solve if you can break them into smaller parts; it will help ensure you use reason, not emotion; the process focuses you on facts not fiction; it is solution-orientated; etc.*

Understanding the situation is only a part of the character development program. Another key element is the block of questions for discussion. These questions are developmentally based, meaning that some questions will seem easy to you while others may require more thought. This is by design - we want all of our youth to participate fully in the discussions, so we ask that you demonstrate “respect” by listening to each other and valuing everyone’s comments. There are no passing or failing grades given for the discussions or journal entries. The only way to “fail” is to not participate or write.

	<p>The questions are divided into three distinct areas:</p> <ul style="list-style-type: none"> ● “Solo Pilot” – These introductory questions help you focus on the situation and establish a firm foundation for other questions. Most cadets will answer these questions easily. ● “Pilot” – These questions involve some comprehension of the situation and some evaluation of the Core Values. Most cadets will answer these questions after giving them some thought. ● “Test Pilot” – These questions typically require some analysis not only of the situation, but how the individual can see the situation in a personal context. These questions are typically answered in the Flight Log. Most of our cadets could answer these questions after careful internal reflection. The Flight Instructor will help the cadets evaluate the depth of their reflections.
Main Point #2 Discussion Question #3	<p>What do the various <i>Flight Time</i> question blocks focus on?</p> <p>“Solo Pilot” – <i>see above</i></p> <p>“Pilot” – <i>see above</i></p> <p>“Test Pilot” – <i>see above</i></p>
Main Point #3 Character: You get out what you put in	<p>CAP’s character development program is a wonderful opportunity for you to establish and strengthen standards and values that will help you to be of strong character. Keep in mind that “you get out of it what you put into it” is true with this program. The only measure of successfully completing this program is you - are you of good character?</p>
Main Point #3 Discussion Question #1	<p>Describe how you plan to participate fully in CAP’s character development program: <i>Strive to live up to the Core Values; demonstrate pride in belonging to CAP; become a better cadet, student, friend, sibling, etc.</i></p>
SUMMARY	<p>To re-cap, next month when we have a character development forum scheduled, you will participate with the other cadets. To do that you will:</p> <ol style="list-style-type: none"> 1. Look at the discussion questions and case studies through the lens of our Core Values – Integrity, Service, Excellence, and Respect. 2. Work with your fellow cadets to participate in Flight Time by using the FACS model, which means <u>F</u>acts, <u>A</u>ssumptions, <u>C</u>hallenges and <u>S</u>olutions.
REMOTIVATION & CLOSING	<p>No one but you can help you to become what you desire to be. Participate fully and enjoy the journey!</p>

PART 2 - Ground School

“INTELLIGENCE PLUS CHARACTER – THAT IS THE GOAL OF A TRUE EDUCATION.”

–The Reverend Martin Luther King Jr.

Today’s Purpose: To participate actively with your fellow cadets during character development forums, first you’ll need to understand what the character development program is all about and why it is important to you as a cadet. Through our discussion today, we will do just that.

Cadets & Character: Civil Air Patrol’s character development program is designed to foster discussion about moral standards and values in the framework of case study analysis. This is not a religious meeting, although Civil Air Patrol (CAP) Chaplains or Character Development Instructors typically lead the case studies. To receive character development credit for your first achievement, all you need to do is answer the five questions in this guide and share your answers with the leader.

1. The CAP Core Values. Define each in your own words:

“Integrity”
“Volunteer Service”
“Excellence”
“Respect”

2. Elements of the Character Development program. Define each in your own words:

“Flight Time”
“Flight Log”
“Flight Instructor”

3. FACS Analysis. A fellow cadet asks for your help with what she calls an ‘integrity issue.’ She tells you a long, complicated story involving several people and a lot of accusations about lying. How can a FACS analysis help in resolving the problem?

4. Flight Time Questions. What do the various Flight Time question blocks focus on?

“Solo Pilot”
“Pilot”
“Test Pilot”

5. Are you committed? Describe how you plan to participate fully in CAP’s Character Development program.

PART 3 - Case Studies



Am I Worth Anything?

What Makes Me Valuable?

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to analyze a case of low self-esteem and recognize the individual worth of every cadet.

ATTENTION STEP

Give each cadet a blank sheet of paper. Ask them to write their own name on top. Then pass the sheets around the group, with each cadet writing one positive comment about the cadet whose name is on top of the paper. The paper should be folded before passing to the next cadet, so the comment is not visible to the next person. When the cadet receives his own paper back, have the cadets unfold the papers to read the praise from their fellow cadets.

MOTIVATION STEP

“Thou shalt love thy neighbor as thyself.” –Leviticus 19:18, Hebrew Scriptures.

“We are never more discontented with others than when we are discontented with ourselves.” –Henri Frederic Amiel

“The vultures of self put-down lie in wait for all of us, but we can fend them off by building a strong self-image and helping others do the same.” –Sidney B. Simon

OVERVIEW

During this character development session, we will:

- Read a case study concerning self-worth
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of personal dignity
- Record what you’ve learned in your Flight Log

BODY

The case study, “Am I Worth Anything?” is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

This case study brought out some important points about the desire to fit in, and emphasized the uniqueness of each cadet. We demonstrated this in our own group tonight by writing positive comments about each other – the comments were different for each cadet, but every one of you makes a valuable contribution to the squadron. Every cadet has intrinsic value, and it is not based on your body type or the uniforms you wear.

REMOTIVATION

“Outstanding leaders go out of their way to boost the self-esteem of their personnel. If people believe in themselves, it’s amazing what they can accomplish.” –Sam Walton

CLOSING

“Become what you already are.” –St. Augustine

Am I Worth Anything?

What Makes Me Valuable?

Student Handout

CASE STUDY

Derek, a senior in high school, has struggled with his weight all his life. In junior high, he was short and chubby. In high school, he grew taller but was still overweight with bad skin. He never talks to girls, but dreams of having a girlfriend. His parents divorced a few years ago, and he hardly ever sees his dad. Derek doesn't play sports, he doesn't have many friends, and he gets average grades in school.

But he loves Civil Air Patrol. Ever since joining at age 14, Derek has loved learning about aerospace and leadership and making friends with other cadets. He struggles with the physical fitness test, but he feels like he has the respect and support of the members of his squadron. With a lot of hard work, Derek has made it the rank of cadet major. He enjoys wearing his CAP uniform; each time he puts on his service dress, he's proud of his achievements and his confidence automatically climbs.

Derek's birthday is coming up next month. Along with the additional training he will need to complete, he dreads turning 18 because he knows he is above the weight standards for Air Force-style uniforms as published in CAPM 39-1. After working so hard for 4 years, he will no longer be able to wear those diamonds on his shoulders if he has to wear the corporate blazer uniform. It reminds Derek of a female cadet in his squadron whose religion forbids her to wear pants. She wears blues with a skirt and for PT she wears an athletic skirt instead of shorts or sweats. It makes her seem different from everyone else. Derek doesn't want to be different; he wants to fit in.

It just seems so unfair to take away all that he's worked for and achieved – just one more negative thing he can blame on his weight. Derek is considering dropping out of CAP before his birthday.

SOLO PILOT

1. Are there some rules in CAP that seem harder to follow than others?
2. Should Derek continue wearing his Air Force blues after he turns 18?
3. Should cadets quit CAP if they don't like our rules or don't want to follow them?

PILOT

1. Is wearing a CAP uniform a right or a privilege?
2. Does the uniform you wear have anything to do with your value as a person?

TEST PILOT

1. What are some ways Derek can feel good about his CAP achievements without displaying his rank or ribbons on the Air Force blue uniform?

Called to Service

Volunteer Service

Lesson Plan

OBJECTIVE

The objective of this lesson is for each cadet to analyze the core value of Volunteer Service.

ATTENTION STEP

Items Needed: Two index cards, marker, and 2 plastic bags.

Directions for Activity: On each of the index cards, write the word “VOLUNTEER” in block letters. On the back of each card, trace a different puzzle pattern containing 8-10 pieces. Cut out the puzzle pieces, trade one piece from each puzzle with the other puzzle, and place each puzzle in a plastic bag. Divide cadets into two groups and give a puzzle to each group. Start them at the same time and tell them the goal is to be the first group to complete their puzzle.

Be alert to give service. What counts a great deal in life is what we do for others. –Anonymous

MOTIVATION STEP

“I looked, and there was no one to help.” –Isaiah 63, Hebrew Scriptures

To be successful, the cadets must give away a piece of their puzzle to the other group. This demonstrates the need to cooperate in order to be successful.

OVERVIEW

During this character development session, we will:

- Read a case study concerning self-worth
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of personal dignity
- Record what you’ve learned in your Flight Log

BODY

The case study, “Called to Service” is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Today’s case study raised the subjects of Core Value of Volunteer Service, conflicting commitments, and priorities.

REMOTIVATION

The spirit of volunteerism is the willingness and ability to give of oneself, sometimes at personal sacrifice. But it goes beyond simply giving time. It extends to the willingness to obey the rules and regulations of CAP, to have respect for fellow members and organizations, to practice self-discipline so you may give your all, and finally to have faith. This includes faith in your ability, in the people around you, and in CAP. Rolled together, it means to treat your volunteer service in CAP with as much respect and attention as you do your professional career, schoolwork, and family obligations.

CLOSING

“I regret I have but one life to give to my country” –Patrick Henry

Called to Service

CASE STUDY

Every May, the Buffalo Education Foundation holds a large fundraiser in the local community. The money raised is used to support youth organizations and local schools. The Buffalo Cadet Squadron has volunteered at this event for the last seven years, and has received several thousand dollars from the Foundation each year in return for their service.

In April, the Foundation asked Buffalo Squadron to provide radio operators, establish a communications center, and control several nets simultaneously for this year's all-day event. When the activity was announced at a cadet meeting, twelve cadets volunteered to volunteer at the event. When the big day arrived, only three cadets showed up. It was nearly impossible to run the radio net with only three volunteers; the cadets had to rely on senior members to fill in key positions to meet their commitment to the Foundation.

At the next cadet meeting, the cadet commander was furious. She asked the cadets who volunteered why they didn't keep their promise to attend. A long list of excuses flowed in, including staying out too late the night before, having too much homework, forgetting to ask their parents for permission, being unable to find a ride, and having to attend a family dinner. The cadet commander berated all the cadets for their selfishness and lack of support. She reprimanded the group for not demonstrating CAP's core values of Volunteer Service, Integrity, and Respect, and told them it was their own fault if the squadron did not receive funds from the Foundation that year.

SOLO PILOT

1. What impact did the cadets' actions have on the squadron's fundraising and community service efforts?
2. If you find you cannot attend an event you have volunteered for, how should you handle the situation?
3. How could the cadets in this situation model the core values of Volunteer Service and Integrity?

PILOT

1. Would the response of this cadet commander make you more or less likely to volunteer at future events?
2. How could the cadet commander in this situation model the core value of Respect?

TEST PILOT

1. What can you do in your squadron to increase participation in community volunteer service projects?

Chatter, Chatter Everywhere

Not Now, I'm Texting Someone More Important

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to critically evaluate the use of electronic devices in today's culture and discuss guidelines for courteous use of electronic devices.

ATTENTION STEP

Items needed: two cell phones, an MP3 player, and a laptop computer.

Directions for activity: Prior to this lesson, arrange to have one cadet playing computer games on a laptop when the discussion starts. Have another cadet listening to an MP3 player with earphones. Have two cadets text each other on cell phones. Give the lesson overview and start the discussion with the cadets. After it's clear that four cadets aren't participating, ask the other cadets what their reaction is to the behavior of those four cadets.

MOTIVATION STEP

Do you ever feel left out when your friends are texting other people while you're talking? Do you enjoy overhearing people's cell phone conversations when you're eating in a restaurant or at the movie theater? Do you learn more from a lecture when you're listening to headphones, or when the classroom is free of distractions? What impression does a teacher or guest speaker get when students are typing on laptops or cell phones during class?

OVERVIEW

During this character development session, we will:

- Read a case study about the use or misuse of electronic devices
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of courtesy when using electronics
- Record what you've learned in your Flight Log

BODY

The case study, "Chatter, Chatter Everywhere" is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Today we've discussed some examples of how electronic devices can be used in a discourteous way. Cell phones, MP3 players, and laptop computers are very useful tools, but the way they are used can be harmful, rude, or exclusive of others.

REMOTIVATION

Setting guidelines for responsible use is the task of the individual user; your school or squadron or parents might have additional guidelines for courteous use.

CLOSING

"To be happy in this world, first you need a cell phone and then you need an airplane. Then you're truly wireless."

–Ted Turner

Chatter, Chatter Everywhere

Not Now, I'm Texting Someone More Important

Student Handout

CASE STUDY

Carlos hated his last class at school today. The three classmates who sat near him in class talked constantly during the teacher's lecture, and when they were told to be quiet they switched to texting each other on their cell phones. Carlos tried to join in his classmates' conversation, but it seemed like the joke was always on him as they just smirked at his remarks and then laughed over each other's text messages.

Tonight is a cadet meeting night, and Carlos is a flight commander in his squadron. He had a very hard time keeping his cadets' attention during opening formation – two of them were texting each other on their phones when they thought no one was watching. One cadet snuck his MP3 earphones into his ears every time Carlos turned his back, even though all the cadets knew headphones were against the uniform regulations.

The squadron had a special guest speaker that night: their Air Force reservist presented an aerospace lesson for all the cadets. The cadet staff didn't seem to notice there was a class going on. Half of the staff were grouped around a laptop computer in the back, where one cadet officer was typing rapidly and the others were reading along and whispering; the other half of the staff members kept coming in and out of the classroom, filling out forms and discussing paperwork with the squadron commander at one side of the room.

Carlos struggled to pay attention to the speaker's lecture. When it was time for questions after the lesson, no cadets raised their hands to engage in a discussion of that night's aerospace topic.

SOLO PILOT

1. In this case study, does it seem like cell phones are being used as a way to include others or a way to exclude them?
2. How could the cadets in this case study model the CAP core value of Respect?
3. Have you ever felt that the use of cell phones, MP3 players, or laptops is a problem during your squadron's cadet meetings?

PILOT

1. Is it ever appropriate to use cell phones, laptops, or MP3 players during cadet meetings? What about other unit activities?
2. What are some rules for the responsible use of electronic devices that your squadron could set for cadet meetings and activities?

TEST PILOT

1. What are some guidelines that you could set for yourself for responsible use of electronic devices outside CAP meetings?

Credit Where Credit is Due

Thanking Our Volunteers

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to comprehend the importance of giving credit for good performance and saying thank you to volunteers and leaders.

ATTENTION STEP

Ask cadets for their ideas on this question: “What are the most important words in CAP?” If they are slow in coming up with answers, throw out some ideas such as, “I order you...”, “Yes, sir”, “Safety first”, “I pledge allegiance...”, “I pledge to serve faithfully...”, “Integrity – Respect – Excellence – Volunteer Service”. The answer you are looking for is “Thank you.”

MOTIVATION STEP

Discuss how motivating those two little words – Thank You - can be for any member of a volunteer organization.

OVERVIEW

During this character development session, we will:

- Read a case study about giving credit to volunteers
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of expressing gratitude
- Record what you’ve learned in your Flight Log

BODY

The case study, “Credit Where Credit is Due” is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

In this case study we’ve discussed taking all the credit for others’ accomplishments and the importance of saying thank you to everyone who helps make the squadron a success.

REMOTIVATION

The next time you are feeling burned out with your CAP service, think of ways you can show your appreciation to others for their hard work. The recognition in a simple “thank you” can motivate your fellow volunteers, who will know their contributions are noticed and valued.

CLOSING

“God gave you a gift of 86,400 seconds today. Have you used one to say ‘thank you’?”

–William Arthur Ward

Credit Where Credit is Due

Thanking Our Volunteers

Student Handout

CASE STUDY

The cadets in Piedmont Cadet Squadron have been working very hard for two years to increase their membership. The cadet membership has more than tripled in size in just over 24 months, and the cadet officer corps has grown from 2 cadets to 15. Several cadets have recruited their parents as members to help on the senior member side. Even the parents who aren't members are often tapped as volunteers to drive and chaperone the busy unit activity schedule, with monthly activities such as model rocket launches, new cadet orientation classes, field training exercises, search and rescue exercises, special tours, and air shows.

The cadet color guard holds weekly practices outside regular meetings, and they perform an average of 3-4 ceremonies per month in the local community. This has really increased the public's awareness of CAP, and has brought in sizeable financial donations to the squadron from fraternal organizations in town. The cadets are also committed to community service projects, with a squadron goal for each cadet to earn a volunteer service ribbon. Just over 50% of the squadron's cadets have already donated the required 60 hours of service outside of CAP to earn this award. And for the past two summers in a row, the squadron's ground team has taken top honors at the wing-wide search and rescue competition.

At wing conference this spring, Piedmont Cadet Squadron received the Squadron of the Year award. The squadron commander accepted the award and made a speech at the awards ceremony. His picture and bio were published later in the wing newsletter with the award announcement, and he was interviewed on the local radio station's morning news program. The cadets in the squadron were happy about receiving the award, but the cadets and their parents were never mentioned by name or given credit for their hard work. Lately, the squadron commander has been talking at meetings about his chances of being promoted to group commander now that he has received this squadron award.

SOLO PILOT

1. If you were a cadet in Piedmont Cadet Squadron, how would you feel about this award and the squadron commander's behavior?
2. Since the award is for squadron members only, what might motivate the parents who aren't CAP members to continue volunteering with the squadron?
3. Name one person who helped you with your CAP activity or meeting today. Have you thanked that person?

PILOT

1. Does most of the credit for a successful squadron belong to the squadron commander? Why or why not?
2. What are some ways the commander could show his appreciation to all the hard-working volunteers in his squadron?

TEST PILOT

1. What are some ways the cadets in your squadron could show their appreciation for the officers and volunteers who help run the squadron? Which of these will you do this week, this month, or this quarter?

Deadly Info

Internet Safety

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to assess the dangers of posting personal information on the Internet.

ATTENTION STEP

Items needed: Printout of a Facebook profile of a regular-sounding teen; description of an online predator (can be made up) who is using the profile as a disguise; Brad Paisley's song 'Online'.

Description of activity: Have a cadet read the profile page. Ask each cadet if he/she would add this person to their Facebook friends list or chat with this person online. Then read the description of the predator that created this false profile. Ask the cadets if they would like to add this person as a Facebook friend or chat with him online.

MOTIVATION STEP

Always be aware, any person can lie on the Internet. Anyone can access the information you post about yourself, your family, and your friends on websites. Dangerous individuals might use this information to harm you.

OVERVIEW

During this character development session, we will:

- Read a case study about Internet safety
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of Internet awareness
- Record what you've learned in your Flight Log

BODY

The case study, "Deadly Info" is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

The person you are chatting with on the internet may not be who you think they are: a 16-year-old girl that you discuss boyfriend problems with might actually be a 42-year-old male who asks if you want to meet. Never give out personal information about you or your friends, family, address, or school online. If you post photos of friends and family online, do not post names along with the photo. Don't agree to meet online friends alone – they may not be anything like they say they are. If you are thinking of running away, an online friend may not be the best one to discuss your plans with. People you meet online may not be the best ones to discuss personal problems with.

REMOTIVATION

Play the country song 'Online' as a light-hearted example of a person posing as someone else with a MySpace page. Reinforce that not all online disguises are fun and games.

CLOSING

Remember that while most of your Internet friends are who and what they say they are, that isn't always the case. Never give out personal information or agree to meet online friends alone.

CASE STUDY

Maria, a high school junior, came through the door after school, turned on her computer, and went online. When she wasn't busy with homework, Maria usually spent 4-5 hours a day updating her MySpace pages and chatting with online friends. She logged onto her favorite teen chat room to search for her friend, FlyGuy25, a 17-year-old swimmer. Over the course of their online friendship, Maria had told him everything from her age, hometown, family members' names and ages to her best friends' names, sports she played, and school's team name. They chatted nearly every day, and Maria considered him one of her closest online friends.

One day when Maria came home from soccer practice, she found her parents in the living room talking to a uniformed officer. He introduced himself as FlyGuy25 - instead of a teenager, Maria's online friend was actually an undercover policeman demonstrating the dangers of chat rooms. Officer Roberts explained to Maria how simple it would be for an online stalker to find her: he just had to go to her school, look for her jersey number at a soccer match, and follow her home. To emphasize how easy it is for predators to get personal information online and use it to harm young teens, Officer Roberts told Maria and her parents about several tragic cases of online stalking he had worked.

From that point on, Maria was fearful of using the Internet at all. She avoided chat rooms and deleted her MySpace profile. She was suspicious of anyone she met online, and she stopped emailing and chatting with all the friends she'd previously met online.

SOLO PILOT

1. How does the time Maria spends on the Internet compare with yours?
2. What risks did Maria take giving out so much information?
3. How was Maria fooled by the policeman?

PILOT

1. How could Maria find out the true identity of online friends?
2. Was Maria's response of cutting off all Internet time appropriate?

TEST PILOT

1. What are some things you can do to protect yourself on the Internet?

East or West

What is Easy vs. What is Right

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to explore the need to act with integrity for future gains rather than taking shortcuts for immediate benefits.

ATTENTION STEP

Items Needed: Paper, pens/pencils, and note cards.

Directions for Activity:

Write a 1- to 2-sentence quotation on two note cards. Divide the cadets into two groups. Give one cadet in each group a note card – only this cadet is allowed to see the note card. Group 1 will pass the message along orally by having each cadet whisper it one time in the ear of the next person. The last person in Group 1 will write the quote down. Group 2 will pass the message along in written form: the first cadet will copy the quote on paper and show the paper to the next cadet, who will copy it on another sheet of paper and show it to the next cadet. Compare the end product from each group. Group 1 will complete their task quickly, but the outcome may not be true to the desired goal. Group 2 will take longer to complete their task, but everyone will have seen and passed on the correct message.

MOTIVATION STEP

Ask the cadets to list CAP's core values (Integrity, Volunteer Service, Excellence, Respect). Then ask them for their definition of integrity. A definition for integrity is doing the right thing even when nobody is watching.

OVERVIEW

During this character development session, we will:

- Read a case study concerning the core value of Integrity
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of Integrity
- Record what you've learned in your Flight Log

BODY

The case study, "East or West" is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Today's lesson underscored the difference between earning and being given rewards. Taking shortcuts to earn achievements in CAP means you will lose out on the long-term goals of the program, which are development of leadership skills, physical fitness, and the ability to make life choices that are consistent with the core values, both inside and outside of CAP.

REMOTIVATION

Integrity is easy when the rewards are great, nobody else is getting ahead, and everybody is watching. It is harder when the rewards are small, other people are getting the rewards you want, and nobody is watching.

CLOSING

You always know the right thing to do. The hard part is doing it.

East or West

CASE STUDY

Dwayne has been in CAP for 9 months. He attended a 5-week Cadet Great Start orientation to earn his Curry achievement and is now an A1C in the West Valley Squadron. His squadron is well organized, and they offer all five aspects of the cadet program each month: a meeting for aerospace activities, a meeting for leadership lessons and character development discussion, a meeting for physical fitness and testing, and a general membership meeting that combines cadets and senior members for a squadron business meeting and emergency services classes.

This summer, Dwayne attended the wing encampment along with 11 other first-time cadets from his squadron. None of them were cadet NCOs yet, but his squadron also sent a few officers and NCOs to serve on the encampment staff.

At the encampment, Dwayne met some cadets from East Valley Squadron. While they were also attending encampment for the first time, most of them were tech sergeants and above. Dwayne noticed several problems with the East Valley cadet uniforms. Dwayne asked about new cadet orientation and character development discussions at East Valley, and was told “we don’t bother with all that.” Dwayne also thought it was strange the East Valley cadets didn’t know how to do any of the activities in the physical fitness test.

But the East Valley cadets certainly seemed successful. One of them was the wing CAC chairman, one was the encampment cadet commander, four of them had been selected for national cadet special activities later that summer, three had received flight scholarships that spring, and two had received national academic scholarships. When Dwayne asked how their officers had promoted so fast, they told him that East Valley Squadron didn’t make them wait 2 months between promotions, and they often banked tests ahead of their current achievement.

Dwayne wondered if the chance for quick success in CAP was worth the shortcuts the East Valley cadets were taking. He thought about transferring to the East Valley Squadron, since it was about the same distance from his house.

SOLO PILOT

1. How do the two squadrons in the case study stack up when considering CAP’s core value of Excellence?
2. Have you met cadets from squadrons who don’t seem to follow the rules?
3. Would you admire cadets for their achievements if they didn’t follow the rules to attain them?

PILOT

1. If you were Dwayne, would you want to transfer to East Valley Squadron? Why or why not?
2. Which of the two squadrons has a more successful cadet program?

TEST PILOT

1. What are some things you can do to help prevent your squadron from developing a culture of taking shortcuts in order to get ahead?

Fair is Fair

Dealing With Conflicting Values

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to examine the idea that individuals have conflicting values and discuss ways to reconcile those conflicts.

ATTENTION STEP

Arrange for two cadets to arrive late for this discussion, each about a minute apart. As you start your lesson the first cadet arrives. Calmly and politely ask her to join the class. A minute later the second cadet arrives. Yell at him, scolding him for being late and showing disrespect. Then ask the cadets what they thought about your response to the late cadets.

MOTIVATION STEP

Fairness, consistency, and compassion are all qualities we want our leaders to display. Yet sometimes these qualities cause conflicts between us and other volunteers in the unit. How we deal with these conflicts says a lot about us as individuals and impacts the morale of the unit.

OVERVIEW

During this character development session, we will:

- Read a case study dealing with conflicting ideas about what is fair
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of conflict and fairness
- Record what you've learned in your Flight Log

BODY

The case study, "Fair is Fair" is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

There are times when CAP volunteers will have conflicting values. Resolving these conflicts is part of maturing and becoming a responsible adult. Considering the core values is essential to achieving a coherent value structure.

REMOTIVATION

The opinion others hold of your leadership depends much more on your actions than on your words. When a conflict occurs, tempers can flare and feelings can be hurt. Using the core values to resolve the conflict, and explaining the reasons for your decision, can help others to support your decision and respect your leadership style.

CLOSING

"Life often presents us with a choice of evils, rather than of goods." –C.C. Colton

"The strongest principle of growth lies in human choice." –George Elio & Daniel Deronda VI

Not every problem has a solution. "Can you by thinking about it add one cubit to your stature?"
Matthew 6:27, Christian Scriptures

CASE STUDY

Mike, a high school senior, has just been accepted to a college that has an Air Force ROTC program. The college recruiter tells him that if he earns his Spaatz Award prior to the fall, he will be advanced into the junior year ROTC classes right away. This would fast track him into a leadership role by his sophomore year. Mike believes this will advance his Air Force career and save him several hundred dollars in tuition, so he studies hard to prepare for his Spaatz exam.

Mike has been in CAP for five years. He has served in most leadership positions in his squadron, including cadet commander. This year, Mike has been working a lot of hours at his after-school job to earn money for school. His busy work schedule means he only gets to attend CAP meetings about once a month, and he hasn't been able to attend any other wing or unit activities. The squadron's promotion policy includes the requirement that cadets attend 75% of meetings and 50% of unit activities. In the past 12 months, Mike has promoted once, to cadet lieutenant colonel.

When Mike called the unit's testing officer to request a Spaatz exam date right after graduation, the testing officer brought the paperwork to the squadron commander for signature. The squadron commander, who is new to the job, isn't sure if he should approve the request. He knows that Mike is a hard-working cadet who has a long history of squadron leadership roles, but he doesn't meet the squadron requirements for promotion. The testing officer argues that other cadets haven't been held to the same standard: last year a cadet was allowed to take the Mitchell exam even though the commander didn't feel she was mature enough to be a cadet officer, because her parents insisted she be allowed to test prior to enlisting in the Air Force. And both the squadron and wing commanders had previously approved the IACE application for another cadet, who often missed meetings or was an hour late for the meetings he did attend.

SOLO PILOT

1. If you were the squadron commander, would you approve Mike's Spaatz exam request? Why or why not?
2. Should the commander's decision be based on the fact that Mike is close to the end of his cadet career?
3. If you were Mike, how would you feel if you were denied the opportunity to take the Spaatz exam?

PILOT

1. How much should past service and extracurricular activities count when making promotion decisions?
2. Should squadrons be allowed to set requirements for promotion that are stricter than those listed in CAP regulations?

TEST PILOT

1. What would the impact be on other cadets in the squadron if Mike is allowed to test? What message would it send if he is not allowed to test?

Just Following Orders

“She told me to do it” Defense

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to discuss how “just following orders” does not excuse unethical behavior.

ATTENTION STEP

Recruit two volunteers. Have the ranking cadet pretend to slap the junior cadet across the back of the head. Then yell at the aggressor. The aggressor’s response should be, “The cadet commander told me to do it.”

MOTIVATION STEP

While routinely used, “I was just following orders” has never been successful as a defense, nor does it excuse unethical behavior.

OVERVIEW

During this character development session, we will:

- Read a case study about following orders
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of responsible leadership
- Record what you’ve learned in your Flight Log

BODY

The case study, “Just Following Orders” is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Today we’ve discussed a case study where a cadet’s orders were taken too far. Discussing how this situation can occur should prepare you to evaluate future orders you’re given, in order to make sure they are carried out in a safe and responsible manner.

REMOTIVATION

The choice to violate orders is risky, brave, hard to justify, and on rare occasions the right thing to do. Thinking ahead, being willing to stand up for what you believe in and willing to accept the consequences, including the positive ones, for your actions will make that difficult decision easier.

CLOSING

Hold yourself responsible for a higher standard than anybody else expects of you, never excuse yourself. –Henry Ward Beecher

He, who excuses himself, accuses himself. –Gabriel Meurier

Just Following Orders

“She told me to do it” Defense

Student Handout

CASE STUDY

Valerie, Kim, and Holly are all cadets in the same squadron. They are all assigned to Bravo Flight at the wing’s summer glider weekend, with Valerie serving as the Flight Commander. Valerie is concerned that Holly will not pass the physical fitness promotion test for her next promotion. She tells Kim, “We need to make sure Holly can pass her next PT test. Every time she makes a mistake, have her run around the field and do 20 sit ups.”

Between ground school, flight line operations, and bivouacking, Kim and Valerie took advantage of the mistakes made by Holly, who was much less experienced in CAP than the other girls. Holly did a lot of 1-mile laps and sit ups that first day.

Late in the evening, as Capt. Green landed his glider and let out his student, he noticed Holly jogging along the edge of the field in his direction. She seemed to be limping, and then she slowed and collapsed. Everyone raced for Holly, who was transported to the emergency room. Her examination revealed dehydration, exhaustion, and multiple blisters on her feet. When Capt. Green returned from the hospital, he demanded to know what happened.

Kim said, “I thought Holly was struggling, but she never complained about any of that stuff. Anyway, I was just following Valerie’s orders.” Valerie explained, “We were trying to get Holly some extra PT to help her pass her next promotion. We didn’t mean for her to get hurt. I was teaching ground school and didn’t realize she had done so many laps. I never told Kim to make her run laps until she got hurt.”

SOLO PILOT

1. Did Valerie violate her responsibilities as leader of Bravo Flight?
2. Did Kim violate her responsibilities as a fellow member of Bravo Flight?
3. How might this situation have been different if all three cadets had considered CAP’s core values?

PILOT

1. As a cadet commander, would you accept the “I was just following orders” defense from your cadets?
2. Should cadets or senior members assign physical training as a punishment for a cadet’s mistakes?

TEST PILOT

1. When should you violate an order? What should you do before you violate an order? What should you do after you have chosen to violate the order to prepare for the inevitable questions?

Leadership vs. Friendship

The Squadron Comes First

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to distinguish between what's best personally versus what's best for the entire squadron when making a difficult leadership decision.

ATTENTION STEP

"If you're really my friend, you'll count extra sit-ups for me on the physical fitness test." "His best friend is the encampment cadet commander, so of course he'll be chosen to be on the staff." "You wouldn't tell the squadron commander about this if you were really my friend." Do close friends in CAP make unreasonable requests of you? How can you display leadership and integrity when it goes against what your friends want you to do?

MOTIVATION STEP

"Leadership is unlocking people's potential to become better." –Bill Bradley

"Example is not the main thing. It's the only thing." –Albert Schweitzer

OVERVIEW

During this character development session, we will:

- Read a case study about balancing leadership with friendship
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of friendship and leadership within CAP
- Record what you've learned in your Flight Log

BODY

The case study, "Leadership vs. Friendship" is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

In this case study we saw a cadet struggle with choosing the right person for the job or choosing a personal friend. In some cases, the friend might also be the right person for the job. But this opens you up to the appearance of choosing favorites. In other cases, if the friend is not the best person for the job, this can put a strain on your relationship.

REMOTIVATION

Friendships and dating relationships can confuse our choices in CAP, especially when those close friends are above or below you in the chain of command. The best choice is always the one that puts the needs of the squadron ahead of personal desires.

CLOSING

"The art of leadership is saying no, not saying yes. It is very easy to say yes."

–Tony Blair

"Most people have a desire to look at the exception instead of the desire to become exceptional."

–John Maxwell, *Developing the Leader Within You*

Leadership vs. Friendship

The Squadron Comes First

Student Handout

CASE STUDY

Jessica and Tamara have been best friends since kindergarten. They've always gone to the same schools, shared the same hobbies, and had the same likes and dislikes. When they were 12, they joined the same CAP squadron. They attended meetings and activities together. For the first few years, they even got their promotions at the same time, all the way up through their Mitchell awards.

Since then, Jessica has been very involved with honors classes at school, along with participating in sports and band. She attends roughly 1 out of every 4 CAP meetings, and hasn't been participating in unit activities. Tamara has remained very involved with the squadron, attending every week, and she's now promoted three grades ahead of Jessica. Tamara has just been appointed as cadet commander of their squadron, which means she will have the chance to select other cadet officers to join her on staff.

Tamara faces a tough choice for the #2 slot on the cadet staff, cadet deputy commander. Since they are best friends, Jessica expects Tamara to give her the position and promises to become active in the squadron again if she gets the job. Tamara knows Jessica is well-liked by the cadets and will make a fantastic cadet commander herself down the road. But there are three other cadet officers who attend every meeting, have completed achievements higher than Jessica, and would make good leaders. They could be upset if they don't receive a staff job that someone less qualified is chosen to fill. Tamara is torn between choosing a friend and choosing a leader.

SOLO PILOT

1. Is Jessica justified in expecting a position on the command staff?
2. If she's not chosen for the job of cadet deputy commander, how could Jessica show support for Tamara as the new cadet commander?
3. If Jessica is chosen as the cadet deputy commander, how might the cadet officers who were passed over for the job react?

PILOT

1. When you have a close friend who promotes faster or slower in the cadet program than you do, does it affect your friendship? How?
2. Have you ever been in a situation similar to Tamara's? How did you handle it?

TEST PILOT

1. Discuss the difference between a leader doing what's best for himself or herself personally, and doing what's best for the squadron. How would the CAP core value of Integrity affect Tamara's choice?

Pharming

Prescription Drug Abuse

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to comprehend the dangers of pharming, or taking prescription medications that have not been prescribed for you.

ATTENTION STEP

Items needed: small plastic bag filled with harmless vitamins and over the counter medications, such as decongestants, cold medicine, and headache relievers.

Directions for activity: Show the bag to cadets, tell them it's full of drugs, and ask how many would be willing to take those pills if someone dared them. Then tell the cadets they are all prescription medications, not illegal drugs, and ask how many cadets would take them on a dare. Now tell the cadets the bag contains over-the-counter cold medications, and ask how many would be willing to take them. If the response differs, ask why. Are OTC medications safer than prescriptions? Are prescription medications safer than illegal narcotics? Are they more likely to become addicted to one type of pills or another?

MOTIVATION STEP

“While youth drug use has declined overall, the abuse of prescription drugs – such as pain relievers, depressants, and stimulants – is on the rise. There are more new abusers (12 and older) of prescription drugs than there are of marijuana.” –Office of National Drug Control Policy

OVERVIEW

During this character development session, we will:

- Read a case study about the dangers of pharming
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study
- Record what you've learned in your Flight Log

BODY

The case study, “Pharming” is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

In this case study, we discussed a dangerous practice that has become common with teenagers and college students. CAP's policy against drug abuse also includes preventing abuse of over-the-counter and prescription drugs.

REMOTIVATION

“70% of persons aged 12 and older who abuse pain relievers say they get them from a friend or relative.” –Office of National Drug Control Policy

CLOSING

Steps to protect against pharming:

1. Safeguard all drugs in the home by monitoring quantities and controlling access.
2. Follow clear rules for drug use, including not sharing medications and following the correct advice and dosage.
3. Properly conceal and dispose of unused or outdated medications in the trash.
4. Ask friends and family to safeguard their prescription medications

CASE STUDY

Jonathan, a sophomore in high school, started at a new school this year. All of his close friends from middle school are in a different high school, so Jonathan is looking for a new group of friends. He sees a group of popular kids every afternoon in the cafeteria, and wishes he could somehow get to know them.

One afternoon, he feels like it must be his lucky day. Someone in the cool clique asks him to sit with them at lunch. Terry, a cute sophomore girl, asks him if it's true that his dad is a pharmacist. When he tells her it is, she smiles and invites him to a special party that Friday night. There's a cover charge, though – he needs to bring three bottles of medication from home. Other kids in the group tell him how cool it is to mix and match medications, especially with the alcohol that will be available at the party. They tell him which medications are the best ones to trade. When Jonathan asks if it's dangerous, his classmates laugh and call him a chicken. After all, they're all legal medications. A lot of them are available over the counter – there's no harm in that, right?

Jonathan has never tried drinking at a party, and taking medication that isn't prescribed for him doesn't sound like a wise idea. But this group seems so cool, and he really wants to find some new friends. He doesn't want to seem immature in front of them. Reluctantly, he smiles and agrees to come to the party.

SOLO PILOT

1. If you were Jonathan, what would you do next?
2. Should Jonathan tell his parents or a teacher about the party? Why?
3. Do you know cadets or classmates who participate in pharming?

PILOT

1. Have you ever done things you knew you shouldn't do in order to make new friends?
2. Which one of the CAP core values could Jonathan use as a guide in this situation?

TEST PILOT

1. Is taking legal medication that's been prescribed for someone else different from taking illegal drugs? Why or why not?

What Happened to Good Manners?

OBJECTIVE

The objective of this lesson is for cadets to discuss how the core value of Respect can be demonstrated by common courtesies in public.

ATTENTION STEP

Ask the cadets to define courtesy. Webster's definition of courtesy is "respect for, and consideration of, others: observing gentler or polished forms of social conduct, often with inner sincerity." How is courteous behavior related to safety and a good quality of life?

MOTIVATION STEP

"Do unto others as you would have them do unto you." –The Golden Rule, Matthew 7:12, Christian Scriptures

People are not born polite; they learn courtesy. Who in your life displays courteous behavior? Has courtesy on your part ever resulted in courtesy from someone else? Would you agree that courtesy is contagious?

OVERVIEW

During this character development session, we will:

- Read a case study about manners
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned in your Flight

BODY

The case study, "What Happened to Good Manners?" is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

We've looked at some examples in this case study of bad manners. Etiquette (good manners) is based on respect for other people. If you show respect through courteous behaviors, others will respond with courtesy. Our lives are improved when we are courteous. Courtesy while driving is essential for safety.

REMOTIVATION

Real manners are instinctive. They stem from your character and your heart because you care about the dignity, welfare, and feelings of others. Manners change. In order to conduct our lives with confidence and grace, we must be aware of the changes that have taken place, and know how to handle them today.

CLOSING

Treating others with good manners is a way to demonstrate CAP's core value of respect. This week, try to add three new courteous customs to your behavior.

"Respect yourself and others will respect you." –Confucius

"Rudeness is a weak imitation of strength." –Eric Hoffer

What Happened to Good Manners?

CASE STUDY

Lin was convinced that courtesy was dead. When she went to her favorite pizza restaurant for lunch, young teenagers in athletic uniforms swarmed the buffet table and took all the breadsticks before any other customers could take any. When the sports team left their tables after a noisy, boisterous meal, there were piles of uneaten breadsticks on their plates. Other customers in the restaurant talked loudly on cell phones, ignoring the people they were eating lunch with. Many customers wore baseball caps and cowboy hats while eating in the restaurant.

As Lin left the restaurant, she waited at a red light for traffic to clear so she could make a right turn. The driver behind her honked repeatedly, gestured wildly, and raced his engine to try to make her go faster. As they made the turn, he raced by her on the left, scraping his car against her side view mirror. The other driver sped away, yakking on his cell phone while oblivious to the damage on Lin's car.

Lin was so upset when she got home, that she left her car in the middle of the driveway. She yelled at her little brother to turn down the TV volume, ate a snack in the kitchen, and ignored the list of chores her mother had left for her to do that day. When the phone rang, a telemarketer asked if Lin had time to complete a brief survey. Lin just hung up the phone, stomped to her room, and slammed the door. The neighbor's dog was out in the yard again, barking constantly. Lin buried her head under a pillow, cranked up her iPod, and drifted off to sleep.

SOLO PILOT

1. What are some examples of disrespectful behavior in this case study?
2. Can you name other examples of discourteous behavior you've seen in public?
3. How can you show respect for other people while driving? While eating in restaurants? While talking on a cell phone?

PILOT

1. Do you think Lin's actions at home were affected by her experiences at the restaurant?
2. What is the purpose of good manners? Why is it important to display them all the time?

TEST PILOT

1. Do you display different manners when you're wearing your CAP uniform? Should you?

Taken for a Ride

Unfair is Unfair

Lesson Plan

OBJECTIVE

The objective for this lesson is to help the cadets identify when they unfair actions.

ATTENTION STEP

Tell cadets to get a piece of paper and pencil: You have 60 seconds to write down all of the things you can think of that can be “stolen” from someone. Go! (Time them)

Find out who has the most. Have them read them out loud. Ask if anyone has anything more.

MOTIVATION STEP

Have you ever felt cheated? Have you ever taken more than your fair share? Have you ever talked or texted on the phone to a friend while the teacher was talking or when you were supposed to be working?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case.
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

There are many ways we can hurt others and our own reputations by taking advantage of time, money, honor, innocence, and other things

REMOTIVATION

If it’s not yours ask first; be thoughtful.

CLOSING

Life may not be fair, but as people of integrity, we can be as fair as possible to others.

Taken for a Ride

Unfair is Unfair

Student Handout

CASE STUDY

Cadet O'Riley was running late again. His ride, Lt. Swanson, always arrived at 1700 sharp because he hated to be late. While waiting in the O'Riley's driveway Lt. Swanson could see Cadet O'Riley hopping out of the house on one boot while trying to tie the other. It was now 1715.

Arriving 25 minutes late, Lt. Swanson joined the Senior Flight after taking a moment to apologize to the DCS for being late. Cadet O'Riley decided to stop to say hello to some friends who were visiting CAP instead of heading straight to his flight. The Flight Sergeant was not happy. He and the other 12 cadets had waited to start aerospace class because O'Riley was scheduled to teach.

At snack time Cadet O'Riley was the first one in line for the tray of salami, cheese and crackers. He figured this would make a nice meal, and there were cookies for dessert. Grabbing over a third of the salami, cheese and crackers, along with five cookies he carefully made his way to the couch, scarfing down the food as he went. This left a trail of crumbs. O'Riley knew he had made a mess, but he figured someone would eventually clean it up. Needing a drink to wash down the food, Cadet O'Riley grabbed three sodas guzzling those down in short order.

On the ride home Lt. Swanson had planned to talk to Cadet O'Riley about his behavior. Unfortunately, O'Riley was snoring in the back seat. When they arrived at the cadet's home, Cadet O'Riley, not bothering to say a word to Lt. Swanson, grabbed his binder and jumped out of the truck, slamming the door with his foot.

SOLO PILOT

1. Have you ever known someone like Cadet O'Riley? What happened?
2. What do you think of people who are always late?
3. How many things were given to O'Riley throughout the evening and how should he have responded?

PILOT

1. O'Riley acted selfishly throughout the meeting. How is that unfair?
2. Why did Lt Swanson want to talk to Cadet O'Riley about his tardiness?

TEST PILOT

1. As a member of CAP, how can you show your gratitude to the cadets and seniors for their service to you?

The Cover Up

One Thing Leads to Another

Lesson Plan

OBJECTIVE

The objective of this lesson is to guide the cadets in understanding how wrong actions can lead to more wrong actions.

ATTENTION STEP

Start this session by showing the audience an item and stating that it belongs to another senior member. Then “accidentally” drop it, after picking it up say in a worried voice, “Oops, I think I broke it. I don’t want to get into trouble; I’ll just put it back. Don’t anybody say anything about this, OK?”

MOTIVATION STEP

Sometimes our actions can have unexpected consequences and one thing can lead to another, and in the process make things worse

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Although there is no official national CAP Cadet Honor Code some units have adopted an honor code based on the USAF Academy Honor Code which states, “We Will Not Lie, Steal Or Cheat, Nor Tolerate Among Us Anyone Who Does.”

REMOTIVATION

Good leaders build reputations for honesty in all they do, even when honesty leads to embarrassment. Truthfulness is a real test of character.

CLOSING

“If you tell the truth, you don't have to remember anything.” –Mark Twain

“Falsehood is easy, truth so difficult.” –George Eliot

“He . . . who speaks the truth from his heart and has no slander on his tongue, who does his neighbor no wrong and casts no slur on his fellowman . . . , who keeps his oath even when it hurts, . . . He who does these things will never be shaken.” Psalms 15:2-5 NIV

The Cover Up

One Thing Leads to Another

Student Handout

CASE STUDY

Cadet Senior Airman Ed Ryan decided to play a little joke on Cadet Master Sergeant Mary Bell. Cadet Ryan thought it would be funny to hide C/MSgt Bell's back pack. He looked around; when nobody was looking he grabbed it. As he tried to make his escape with the back pack, he heard something hit the floor. On the floor lay a pair of glasses. One of the lenses had popped out of the frames. Cadet Ryan put the pack back, picked up the lens and the frames. He knew his friend, C/SrA Mike Ward, had some Super Glue, so he went to him. Cadet Ryan told Cadet Ward that he had broken the glasses and asked him to glue them. Cadet Ward did so, but in the process left a very visible smudge on the lens. Cadet Ward said not to worry because he had something that could clean the smudge and make it look as good as new.

At this point Ryan confessed that the glasses belonged to Cadet Bell. Both cadets were now worried. Neither had a good explanation as to how and why the glasses had been broken. Cadet Ryan decided to put the glasses back into the back pack and pretend that nothing had happened.

Meanwhile C/MSgt Bell had finished PT, realized she needed her glasses and came into the room looking for her back pack. She quickly discovered that her glasses were broken and became very upset. The glasses would be very expensive to replace so she reported the loss to the Squadron Commander. He called the entire squadron together and began to investigate what had happened.

SOLO PILOT

1. How do you think Cadet Ryan felt when things did not go as planned?
2. Have you ever been in an embarrassing situation and how did you handle it?
3. Does your squadron have a policy or procedure to protect the private property of cadets and seniors when they are involved in activities? Why or why not.

PILOT

1. What is fun about a practical joke and how is a joke disrespectful of a person?
2. How does showing respect for people's possessions showing respect for people?

TEST PILOT

1. How would you respond to Cadets Ryan and Ward once you learned the truth about their behavior?

The New Guy

Helping Others Fit In

Lesson Plan

OBJECTIVE

The objective of this lesson is to guide cadets in exploring the challenges of fitting in to a new group

ATTENTION STEP

Start this session by talking about your experiences at being new to a job or moving to a new town and how it felt to not know the people or what was expected.

MOTIVATION STEP

Everyone undergoes new experiences at some time in their lives. We all want to fit in and feel like we are a part of something. This is one of the reasons young people join groups of all kinds, good and bad. Civil Air Patrol can be a good group to join.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review events in Cadet Lopez's life and how they helped or hindered his participation in CAP.

REMOTIVATION

Everybody is going to be the new guy at some time in their lives. A good leader knows this and will help the new person find his or her place in the organization as quickly as possible. Doing so helps build unity and teamwork.

CLOSING

"The worst loneliness is not to be comfortable with yourself."

- Mark Twain

"Loneliness and the feeling of being unwanted is the most terrible poverty."

- Mother Teresa

Matt 25:35 "I was a stranger and you invited me in, . . ."

The New Guy

Helping Others Fit In

Student Handout

CASE STUDY

Cadet Airman Julio Lopez is twelve years old and is in the sixth grade. Last year, after the death of his parents, he moved from southern Florida to live with his grandmother in Montana. He is very intelligent, but is also shy, awkward, and does not have many social skills. He joined Civil Air Patrol because he is very interested in flying. He has flown only one time and that was in a commercial jet.

The rest of the cadets in the squadron are fifteen years old or older. Most of the cadets go to the same high school and have known each other for years. During the summer many of the cadets spent time together camping, swimming and fishing. Cadet Lopez was not invited to go along on any of these outings. The squadron is very active in providing training for ground teams and usually participates in Search and Rescue Exercise once a month. One night at a squadron meeting the unit had a class on outdoor living skills and the instructor brought a lot of field equipment, which included large military style back packs. When the instructor asked for a volunteer to show how to adjust and wear the back pack one of the other cadets pushed Lopez forward and suggested him as the example. Cadet Lopez was interested in the subject and agreed to give it a try. However when he tried on the heavy pack he almost fell over backwards and the other cadets laughed at him. Since that time he has become increasingly withdrawn and is reluctant to participate in squadron activities.

SOLO PILOT

1. Have you ever been the new person in the group? How did you feel?
2. Do you think Cadet Lopez is fitting in? Why?
3. What kind of difficulties does Cadet Lopez have and do you think being a CAP cadet will help him?

PILOT

1. What does “fitting in” look like and feel like?
2. What does CAP provide to help cadets “fit in”?

TEST PILOT

1. If you were Cadet Lopez’s leader, how would you help him to integrate into the squadron?

The Drop Outs

Finding Them and Keeping Them

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to consider the impact of leadership on the recruiting and retention of CAP members.

ATTENTION STEP

Do you know how many cadets there are in the Civil Air Patrol? According to the 2009 Cadet Programs Year in Review there were 23,800 cadets in 1,017 units. This was an increase of over 7 % from the previous year.

MOTIVATION STEP

While 23,800 cadets may seem like a lot it is still a small number when you consider that the 2008 census figures show that the United States has over 21,469,780 teenagers ages 15-19. (Google: Number of Teenagers in America) If CAP could get just 1 percent of these teenagers, that would be over 200,000 cadets.

http://www.capmembers.com/file.cfm/media/blogs/documents/Year_End_Report_09_Reduced_B2C3A112BB668.pdf

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Recruiting is not CAP's biggest membership problem, retention is. Since 1990, the retention rate for first year cadets has been between 30 to 40 %.

REMOTIVATION

The problem is with the weekly meetings. As Lt Col Ned Lee, says, "We can have a great IACE, thrilling Blue Beret, and fabulous civic academy, but if Tuesday night is boring, we'll lose."

CLOSING

"Recruiting is the lifeblood of any program, so you can't put anything above that, ... But it wouldn't matter who you had here if you didn't have the right mental attitude and work ethic."

–Pete Carroll

Matthew 22:14 "For many are called, but few are chosen." KJV

The Drop Outs

Finding Them and Keeping Them

Student Handout

CASE STUDY

With summer closing and students returning to school the Spitfire Composite Squadron thought it was time to start a recruiting campaign. The cadets obtained permission to put up posters and give out recruiting brochures in the schools. Posters were placed at the mall and several other places. The following month the squadron held an open house meeting for prospective members and parents. It was a great success, several prospective cadets and a few adults took membership applications home with them.

Next week, the first meeting for the new people; eight prospective cadets and two adults showed up with their applications. The meeting consisted mostly of drill and ceremonies. The following week was more of the same. Only six of the new cadets showed up that night. One of the new adults came but again no one took the time to talk with or help her so she left after half an hour and came back at the end of the meeting to pick up her daughter, one of the new cadets.

Five of the new cadets showed up for the third meeting. None of the new adults showed up or were heard from again. For the fourth meeting it was more drill. The fifth meeting was used as "Game Night". Instead of wearing uniforms the cadets would wear street clothes and play team games. This time the game was basketball and the cadets broke into teams. Of the new cadets only two came.

The following week none of the new cadets showed up. A year after the start of this recruiting campaign not one of the new cadets remained and five other cadets had dropped out as well.

SOLO PILOT

1. How did you become a member of CAP?
2. How long have you been a member and what motivates you to remain a member?
3. Have you ever recruited someone to join CAP? How did you do that?

PILOT

1. Why did the cadets stop attending?
2. How do you think a CAP unit can make its meetings more interesting to the youth of today?

TEST PILOT

1. What are things you can do to encourage people to join CAP and remain a member for a number of years?

What's It To You

Fraternization

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to discuss the hazards of fraternization.

ATTENTION STEP

Ask the students, "What does fraternization mean?"

MOTIVATION STEP

Our military forces have had problems with inappropriate social relationships, in particular fraternization. In a five year period the Air Force had 244 cases of fraternization, 27 of which resulted in the court-martials of the offenders.

The Air Force is not the only service having this problem; the Navy recently had nine cases of fraternization aboard the destroyer, USS James E. Williams. The Army and the Marines have also had similar problems. The case study for today centers on fraternization within CAP.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review the high points brought up in this case study. Read the following excerpt from CAPR 52-16, Para 2-3.a and b. Feb 2011.

- a. Decorum.
- b. Fraternization.

REMOTIVATION

While Civil Air Patrol does not want to invade the private lives of its members, there are some relationships that must be prohibited or discouraged for reasons of safety, decorum and unit efficiency.

CLOSING

Familiarity breeds contempt Aesop

Proverbs 14:35 "The king's favor is toward a wise servant: but his wrath is against him that causes shame." KJV

What's It To You

Fraternization

Student Handout

CASE STUDY

During the Character Development class, Cadet Shirley Goode noticed two cadets from her flight having a whispered discussion. She went over to tell them to pay attention to the class. Whispering C/2nd Lt Goode asked, "What is so important that you two can't wait until the break to talk about it?"

Cadet Goode learned that C/1st LT Bertha Hardison (17 y/o) was making out with C/SrA Derrick Falco (14 y/o) in backseat of Hardison's car after the meeting last week.

When Cadet Goode spoke with Cadet Hardison about this, her response was, "What's it to you? What I do after meetings is none of your business."

Cadet Goode is still troubled by the knowledge of this situation and she is unsure why it bothers her.

SOLO PILOT

1. Have you ever seen other cadets show affection for one another while in uniform? What happened?
2. Did you know about the rules regarding fraternization and what they mean?
3. How did this situation disrupt the meeting?

PILOT

1. Why do you think Cadet Goode is troubled by the apparent relationship between Hardison and Falco?
2. Since this incident happened after the meeting does that change anything? Explain your answer.

TEST PILOT

1. If you were the Cadet Commander and C/2nd Lt Goode brought this situation to your attention what would you do and why?

She's Mine

Abusive Relationships

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to explore the destructiveness of abusive relationships.

ATTENTION STEP

Healthy relationships involve respect, trust, and consideration for the other person. Sadly, some relationships can turn bad. In fact, 1 in 11 high school students report being physically hurt by a date.

MOTIVATION STEP

What Is Abuse?

Abuse can be physical, emotional, or sexual. Physical abuse means any form of violence such as hitting, punching, pulling hair, and kicking. Emotional abuse (teasing, bullying, and humiliation) can be difficult to recognize because it doesn't leave any visible scars. Threats, intimidation, putdowns, and betrayal are all harmful forms of emotional abuse that can really hurt. Sexual abuse can happen to anyone, guy or girl. It involves any type of sexual experience that a person does not want.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review the high points of the discussion of this case study.

REMOTIVATION

Discuss the signs of an abusive relationship, what can be done about it and where to get help. The first step in getting out of an abusive relationship is to realize that you have the right to be treated with respect and not be harmed by another person.

http://kidshealth.org/teen/your_mind/relationships/abuse.html#.

CLOSING

“Don't settle for a relationship that won't let you be yourself.” - Oprah Winfrey

“The quality of your life is the quality of your relationships.” –Anthony Robbins

Prov 22:24-25 “Do not make friends with a hot-tempered man, do not associate with one easily angered, or you may learn his ways and get yourself ensnared NIV

She's Mine

Abusive Relationships

Student Handout

CASE STUDY

C/1st Sgt Steve Moore was busy updating the attendance rooster when he was interrupted by Cadet Mary Orwell, "Sergeant, you need to come to the drill hall quick, Megan's ex-boyfriend just showed up and is trying to take her away with him."

When they both arrive at the drill hall, they found a man probably 19 or maybe 20 years old, tall and burly. He was holding C/SSgt Megan Myers (age 15) by the arm and was making threatening gestures toward the other cadets.

Cadet Moore, in a firm authoritative voice he said, "Let go of her and get out of here."

The man answered, "Look soldier boy, this is none of your business. She's mine and I'm taking her with me, so don't try to stop me."

Cadet Myers, struggling to get free, shouted, "Bruno, I broke up with you, I'm no longer your girlfriend. You're hurting me. Let me go."

The first sergeant thought this situation might explain the bruises on Myers face and arms in the past. At that moment, three of the senior members hurried into the room. Bruno let go of Cadet Myers and backed out of the room.

SOLO PILOT

1. Have you ever known someone who has been in an abusive relationship? What happened?
2. What are some possible responses if Bruno persists in taking Cadet Myers with him?
3. What signs indicate that Cadet Myers might be in an abusive relationship?

PILOT

1. Why do you think people abuse one another?
2. How can CAP help young people who are in abusive relationships?

TEST PILOT

1. If you knew of a cadet that was involved in an abusive relationship, what would you do and recommend being done?

Who Did It?

Doing The Right Thing

Lesson Plan

OBJECTIVE

The objective of this lesson is for the cadets to explore the value of honesty in difficult situations.

ATTENTION STEP

Have you ever been in a situation where you knew something but were not sure whether to tell what you knew or to keep the information to yourself for fear of that you might get someone else into trouble that might not deserve it?

MOTIVATION STEP

Do we have a responsibility report wrong doing? What if we are not sure if we really know something or not? For example: if you were walking across a parking lot and heard a car alarm go off, you look over to where the sound is coming from and you see two teenage boys near the car nearby. Do you call 911 and report what you heard and saw? Or do you do what most people do and keep walking and do nothing? What if you report the incident and the boys are taken into custody by the police for interrogation and it turns out they had nothing to do with it. Were you right or wrong for reporting what you heard and saw?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review the high points of the discussion of this case study.

REMOTIVATION

Why do people fail to report what they see or hear when they think something is wrong? Sometimes it is because they do not want to be involved or they are unsure of what they should do and look to others to take action. A famous case for this was the 1964 New York murder of Kitty Genovese, several people saw or heard her being attacked but did nothing. A good web site for the Bystander Effect is:

http://en.wikipedia.org/wiki/Bystander_effect

CLOSING

If we don't bear witness as citizens, as people, as individuals, the right that we have had to life is sacrificed. There is a silence, instead of a speaking presence.

- Jane Rule

Exodus 20:16 "Thou shalt not bear false witness against thy neighbor."

Who Did It?

Doing The Right Thing

Student Handout

CASE STUDY

Cadet Joey Slade, Cadet Betty Scott and Cadet Cathy Teller are members of the Mitchell Composite Squadron. They are also classmates at the local high school and occasionally hang out together

The squadron meets at the National Guard Armory and once a month cadet volunteers help clean the armory for credit toward the Community Service Ribbon. Two weeks ago cadets Slade and Scott were part of the volunteer cleanup team. While cleaning the commander's office Cadet Slade noticed a model of a Blackhawk helicopter on the commander's desk and found that if the button on the base was pushed the rotor would turn. Slade thought this was really fascinating, so when he saw Cadet Scott alone in the adjoining office, picked up the helicopter, took it out of the office and showed it to her. He then replaced it on the desk in the commander's office. The next day at school Cadet Scott told Cadet Teller about the "really cool" helicopter that was in the commander's office, she did not mention that it was Cadet Slade who showed it to her.

At opening formation of this week's squadron meeting, the Squadron Commander announced that the National Guard commander was upset because his very expensive model of a Blackhawk helicopter had been broken. He wanted to know if anyone in the squadron had any knowledge of it. Cadet Teller did not say anything at the formation, but afterward started a rumor among the other cadets of the squadron that she thought Cadet Scott was the guilty party.

SOLO PILOT

1. Have you ever been falsely accused of doing something you didn't do? How did you feel?
2. Have you ever broken something that belonged to someone else? How did they react?
3. What do you think happened to the model?

PILOT

1. How can you tell if someone is telling you the truth?
2. What should Cadet Teller have done?

TEST PILOT

1. What are some things you can do as a CAP cadet to be honest in all that you say and do?

Not Enough to Go Around

How Do We Decide What Is Fair?

Lesson Plan

OBJECTIVE

The objective of this case study is to enable the cadets to understand the concepts of fairness and distributive justice.

ATTENTION STEP

As we go through life, we always face a conflict between unlimited wants, and limited resources.

MOTIVATION STEP

This challenge is one that CAP leaders face every year: how to give out slots for heavily requested NCSAs, like the International Air Cadet Exchange. In delivering the slots, CAP leaders have to figure out what is the fairest assignment for all.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Choosing between unlimited wants, and limited needs, means that we will always struggle to understand what is fair. And while today we only talked about what was fair for these four cadets, the same questions apply when we try and answer whether or not certain groups being sicker than others is fair, or whether we need to do something about it, for instance.

REMOTIVATION

Life isn't always fair - I think we can all agree about that. But it's important to understand why it's not fair - and what we should do about it.

CLOSING

“Life is never fair...and perhaps it is a good thing for most of us that it is not.”

- Oscar Wilde

Not Enough to Go Around

How Do We Decide What Is Fair?

Student Handout

CASE STUDY

You are the chair of a Wing-level review board that is evaluating four cadets who have applied for the International Air Cadet Exchange. Your Wing has only two slots this year - one for Canada, and one for Hong Kong. Each of the four cadets is a Cadet Major.

C/Maj Andrew is 19 years old and a college freshman at a state university. He has been in CAP for 3 years. He is a solo glider pilot and the Cadet Executive Officer of his unit. C/Maj Andrew has very little money, so he relies heavily on scholarships to attend CAP and his university. He is majoring in Art History.

C/Maj Bethany is 20 years old. She is a paramedic working for a local fire department, and has been in CAP for 7 years. She is a qualified Ground Team Leader, but doesn't hold any staff position in her unit. She and C/Maj Deshaun are from the same unit, and used to date.

C/Maj Takeshi is 17 years old. He is a high school junior who is trying to earn an ROTC scholarship to a local state college. He has been in CAP for 4 years and is a qualified Ground Team Member and private pilot. He is currently the Cadet Commander of his squadron, and will be serving as the Cadet Commander of the Wing's Encampment this year.

C/Maj Deshaun is 17 years old. He is a high school senior who will be enlisting in the Marine Corps upon graduation. He's been in CAP for 5 years. He is currently the Cadet Deputy Commander of his squadron, and will be a Squadron Commander at this year's Encampment. C/Maj Deshaun is originally from a large city.

SOLO PILOT

1. Have you ever applied for a Cadet Special Activity? What happened?
2. What is meant by the word "fair"?
3. Who would you send on exchange this year, and to where?

PILOT

1. What do you think the most important things are for a cadet going on the IACE?
2. Who would you send or not send on the Exchange and why?

TEST PILOT

1. What are some ways you can make the CAP Cadet program fair; and what will you do to make it so?

Remember Me

Memorial Day

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to discuss the meaning and impact of Memorial Day. Note: This Case Study is best used in May.

ATTENTION STEP

Show the cadets a small American flag on a stick. Ask them if they had ever seen flags like this at a cemetery and on what occasions. If no cadet brings up Memorial Day inform them that in many communities' veterans groups; such as the American Legion, VFW and others, place flags like this by the headstones of veterans.

MOTIVATION STEP

Inform the cadets about the history of Memorial Day and why our country observes it. The following websites can provide useful information.

<http://www.usmemorialday.org>

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review the high points of the discussion of this case study.

REMOTIVATION

Remember the sacrifices made by the men and women of our Armed Forces particularly those who gave their lives in the service of our country. Do them honor by keeping their memory alive. Encourage visitation to veterans' cemeteries as a part of the observance of the holiday.

CLOSING

Joshua 4:6b-7 "... In the future, when your children ask you, 'What do these stones mean?'

tell them that the flow of the Jordan was cut off before the ark of the covenant of the LORD. When it crossed the Jordan, the waters of the Jordan were cut off. These stones are to be a memorial to the people of Israel forever."

- NIV

Remember Me

Memorial Day

Student Handout

CASE STUDY

One night, Mr. Joe Timmons, a member of the local American Legion came to the regular meeting of the Gulf Shores Composite Squadron. After receiving permission from the Squadron Commander, Mr. Timmons addressed the cadets at the opening formation. He said that every year the American Legion goes to the veterans section of the local cemetery and places a small American Flag beside each of the grave stones. This year the American Legion Post needed some assistance in doing this. He was asking for volunteers to help out this coming Sunday, the day before Memorial Day.

At the appointed time on Sunday seven of the cadets and a senior member arrived at the cemetery. Mr. Timmons was there to greet them and provide the flags. He said, "The ground is hard and the sticks are fragile, so be careful when pushing them in or they will break. We have just enough to put one flag at each of the grave markers in this section of the cemetery."

As senior cadet present C/2nd Lt Brad Hunter took charge and assigned the cadets to the rows of headstones. The cadets got to work and started placing the flags as instructed.

When twelve year old C/AB Timmy Smyth finished his first row he looked back to see how well he was doing and saw with pride that all of his flags were nicely aligned, but one of the headstones near the beginning of the row did not have a flag. He was sure that he had put one there.

He looked around and saw an elderly woman place a flag by a civilian headstone just outside of the veterans section of the cemetery. She struggled to her feet, patted the top of the headstone and slowly limped away. When she was out of sight C/AB Smyth walked over to where she had been. As he stood there he read the inscription on the headstone: Alvin B. Murphy – Beloved Husband and Father – May 27, 1920 – June 6, 1944 – died in the service of his country. Also were some initials: 82nd Abn Div SS BS PH

SOLO PILOT

1. Have you ever seen American flags on gravestones? How did you feel?
2. What is the story behind Alvin Murphy?
3. Why do the cadets put American flags on the headstone?

PILOT

1. What is Memorial Day all about?
2. Why do think it is important to remember those who have died in service to their country?

TEST PILOT

1. How do you and your family observe Memorial Day?

Rising Tide

Making a Difficult Choice

Lesson Plan

OBJECTIVE

The objective of this lesson is to explore the challenge of decision making that causes destruction

ATTENTION STEP

Show pictures of massive flooding. Make reference to actual media coverage of this situation.

MOTIVATION STEP

Imagine that you or close relatives live in the city of Cairo. How would you feel about this issue? What if you lived in the farmlands?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

This scenario is based upon a real-world incident that occurred in April 2011. In this case, the levees were destroyed, saving the town of Cairo, and inundating the Missouri farmland with water. The decision was made by the Army Corps of Engineers based upon an agreement put in place when the levees were constructed, and was upheld by the US Supreme Court after a legal challenge from the State of Missouri.

REMOTIVATION

What makes some decisions harder than others are the ways that people are hurt or damage is done? Being able to understand and care about other people can help make decisions better, not easier.

CLOSING

Sometimes we are subject to forces beyond our control. We can only do our best under these circumstances.

Rising Tide

Making a Difficult Choice

Student Handout

CASE STUDY

Historic severe flooding is threatening two populations. One is Cairo, Illinois, population 3000. The other is Missouri farmlands, which are not heavily populated, but an important source of income for the county. The Army Corps of Engineers wants to destroy one of the levees to let the river drain into the farmlands.

There are two options.

- 1) Leaving the levees intact will likely cause the river to flood into Cairo. The water is predicted to be nearly twenty feet high, leaving most buildings completely submerged. With a population of 3000, many people will be affected, and likely lose most of their property to the flood damage. Much of the city of Cairo is also part of the National Historic Registry.
- 2) Destroying the levees will likely save Cairo, but doom the farmlands. While there are fewer people living in the farmlands, the state depends on the crops as an important source of income. A flood would destroy the crops, leaving the people who depend on them for food and money with nothing, destroy their homes and property, and may damage the land for multiple generations. The farmland encompasses approximately 200 square miles (130,000 acres).

SOLO PILOT

1. Have you ever had to choose between two things that were both valuable?
2. How often do you hear about flooding somewhere in America in the news?
3. Have you or your family ever experienced flooding? What happened?

PILOT

1. Which is more valuable, the town or the farmlands? Why?
2. Who is the appropriate person to make this decision? Why?

TEST PILOT

1. If the decision were yours to make, would you destroy the levees or leave them intact?

What Price Honor

Does Everything Have a Price?

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to understand the importance of integrity as it applies to the awarding of ribbons and other recognitions.

ATTENTION STEP

Have you ever heard the saying, Everybody has their price? What do you think is meant by that saying?

MOTIVATION STEP

Many athletes are always on the lookout for a competitive edge. One such edge that has been popular with professional athletes is performance enhancing drugs and steroids. These are considered illegal in most sports. What would you do to win?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review the case study using FACS. The questions are: did Cadet Rich pay the membership fees to help his friends or to obtain a ribbon and does it matter?

Discuss the intention of the CAP awards program in CAPR 39-3

1. Why Awards Are Made. CAP awards are designed to recognize heroism, service, and program achievements. Prompt recognition through presentation of awards earned will promote esprit de corps.

REMOTIVATION

Just because something is not covered by regulation or law does not mean that it is ethical. The motivations behind our actions are also important in determining right from wrong. If one ribbon can be "bought", can all ribbons be "bought"? Recognition for effort is tainted by replacing effort with money.

CLOSING

"The right to do something does not mean that doing it is right."

- William Safire

"Don't worry when you are not recognized, but strive to be worthy of recognition."

- Abraham Lincoln

What Price Honor

Does Everything Have a Price?

Student Handout

CASE STUDY

At the closing formation of the weekly meeting of the Iroquois Composite Squadron, Cadet Pyle was presented with the Civil Air Patrol Cadet Recruiting Ribbon. At the end of the meeting several of the cadets congratulated Cadet Pyle for earning the ribbon.

Cadet Rich asked, “What did you have to do to get that?” and pointed to the light blue ribbon with the wide red strip in the center.

Cadet Pyle replied, “All you have to do is recruit two cadets or senior members. Once their applications have been approved at headquarters and when their names appear on the squadron roster you have the Squadron Administrative Officer fill out a CAPF 2a. When the Squadron Commander signs it you get the ribbon.”

Cadet Rich thought it would be nice to have another ribbon to go with the one ribbon that he had for completing the Curry Achievement. At the next meeting he brought two of his friends, Bruce and Steve. Both cadets were shown around and Steven asked several questions about CAP. Before the evening was over both asked for a membership application. The next week Steve came back with his application and Cadet Rich brought in Bruce’s application. Both applications were turned in to the Squadron Administrative Officer.

The forms had been properly filled out. It was then noticed that both checks to cover the membership fees were not made out by the parents of the prospective cadets as is usually the case. The checks were made out by Cadet Rich on his bank account. She gave the applications to the Squadron Commander for his signature.

Later, Cadet Black overheard Cadet Pyle bragging about how he had “bought” the recruiter ribbon. Cadet Black told other cadets about what he heard and he commented, “The Recruiter Ribbon sure is expensive, I wish I could afford to buy one.”

SOLO PILOT

1. What is the purpose of awarding ribbons and medals?
2. Which CAP Core Value(s) might apply in this case?
3. What do you think motivated Cadet Black to pay the membership fees?

PILOT

1. If the commander decided to do nothing about this situation, how would you feel?
2. What do you think Cadet Black meant about the ribbon being “expensive”?

TEST PILOT

1. Is it possible for something to be legal and yet still be unethical? As a cadet, what would you do in this situation?

A Day at The Races

Too Risky

Lesson Plan

OBJECTIVE

The objective of this lesson is for each student to consider the ethics of high risk spectator events, whether or not to make the personal choice to attend such events, and whether these events should be held (on an ethical level).

ATTENTION STEP

Possibly show publically released video from the Reno Air Show Crash (caution, the video of this event is graphic, consider the audience first, and possibly invite people to step out if they don't want to see it) Reference actual media coverage of this situation.

MOTIVATION STEP

Consider the situation, if you had been in the audience at this air race.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

This scenario is based upon a real-world incident that occurred in September 16, 2011. During an Air Race, one of the airplanes crashed into the crowd, killing 11 and injuring 70. The story dominated the national news for several days, and sparked open public debate regarding the safety and feasibility of attending high risk spectator events.

REMOTIVATION

Someday you may be making these kinds of decisions that affect the lives and futures of people. Seeking to balance your insights, values and character will help you make the best decisions.

CLOSING

In Civil Air Patrol, we make these decisions everyday with Risk Management (RM). We seek to balance the risk with the importance of the mission.

A Day At The Races

Too Risky

Student Handout

CASE STUDY

The grandstands at the Reno Air Races were packed full of spectators, gathered to watch professional stunt pilots test their skill and endurance, racing airplanes around a track in the sky. Ambulances were on site, as usual, in-case of a problem. The Federal Aviation Administration had staff on the ground, watching for problems, and the National Transportation Safety Board had pre-staged investigators just in-case of a crash. The air race followed all of the usual regulations about air races and air shows, with a buffer zone between the aircraft operations and the crowd.

On September 16th 2011, something went terribly wrong. One of the planes, a P-51 Mustang, departed the race pattern, and crashed into the ground in the spectator's area of the tarmac in front of the grand stand. Some people reported seeing pieces of the airplane fall off in-flight, and that the airplane was at full throttle when it hit the ground.

The pilot, along with 10 others on the ground, were killed in the crash, and 70 other spectators were injured, some critically. In over 40 years of races at Reno, 19 other pilots have died in crashes, though this is the first time spectators have been killed.

The Reno Air Races are a very popular event, drawing attendance of 7500 spectators. This carries an important economic impact to the communities where the races are held. Estimates from the Reno Air Race organizers indicate an annual impact of \$80 million dollars.

SOLO PILOT

1. Have you ever attended a high risk event as a spectator? What events?
2. What is the CAP approach to risk management called and what program relates to risk management?
3. Is there a difference between air races and car races in terms of risk?

PILOT

1. How would you feel if you had known someone who had been injured or killed at this event?
2. Should the Federal Aviation Administration allow Air Races to continue?

TEST PILOT

1. How would you decide when the risk is too high for an event or activity to continue?

Hanging Out

Bad Influence

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to understand how friends can affect your character and integrity.

ATTENTION STEP

Have you ever heard the phrase, “guilt by association?” What do you think it means?

MOTIVATION STEP

Ask the cadets if they know of any trouble makers or gangs in their schools or community and what they think of these groups? Ask if they think there is any risk in hanging out with these groups and what those risks might be?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review the case study using FACS. Focus on the need to be wise in our choice of companions and how peer pressure can influence poor choices.

Review CAPR 35-3 dealing with termination of cadet membership with particular attention to paragraph 3.d.

REMOTIVATION

Even if our conduct is spotless our character may be judged by the company we keep.

CLOSING

“You are known by the company you keep.”

- from Aesop Fables

“Tell me what company you keep and I'll tell you what you are.”

- Unknown

Hanging Out

Bad Influence

Student Handout

CASE STUDY

When Cadet Marwell arrived at the weekly meeting of the Stonewall Composite Squadron she saw several of the cadets clustered together in excited conversation. As she approached she asked, “What’s up?”

Cadet Teller was the first to speak, “Have you heard what has happened to Megan?” Megan is Cadet Megan Myers, a squad leader in Alpha Flight.

Cadet Pyke did not wait for the sergeant to answer but chimed in, “She is in trouble, big time. She has been arrested and has to go to court.”

Cadet Marwell was surprised because Myers had never been in any trouble and was one of the more promising cadets. She asked, “What’s Megan done?”

Cadet Wilcox answered, “She has been hanging out with a group of guys that tend to get in trouble. They got drunk, stole a car and crashed it. Megan has been dating one of those boys and that she was there, but she was not drinking and she didn’t know the car was stolen. She did get her arm broken.”

Cadet Marwell interjected, “I am sorry to hear that Megan was hurt. Now I wish I had advised her that she was at danger by getting mixed up with them.”

SOLO PILOT

1. How have you found the friends you have now?
2. What do you look for in a friend?
3. Have you ever gotten in trouble because of your friends?

PILOT

1. Why should be careful of those we chose to be friends?
2. If Cadet Sweet’s report of Cadet Myers participation in the events above is correct, why do you think the police arrested Cadet Wilcox?

TEST PILOT

1. The squadron commander is troubled by Cadet Meyers arrest and is considering terminating her membership using CAPF 2b. Since you are the Cadet Commander he has asked for input, what is your recommendation?

Choices and Decision

Making Decisions

Lesson Plan

OBJECTIVE

The objective of this lesson is help the cadets understand the consequences of decision making.

ATTENTION STEP

Use this quote:

“Almost everyone knows the difference between right and wrong, but some just hate to make decisions.”

Mark Twain

MOTIVATION STEP

Life is shaped by minor decisions. We lose our friends, our usefulness and our religion-not by great decisions, but by small neglects. –Unknown

Think about the choices you are making and have been making. How are they working out for you?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Carefully thought-out decisions have at least four qualities:

- they are made on the basis of the best and most complete information available
- the likely consequences of the decision have been carefully considered
- it must be workable; intelligent decisions are realistic ones that have a chance of success
- consideration of other persons

REMOTIVATION

"Peer pressure often creates conflicting values for young people, complicating the decision-making process. They may find themselves in trouble with peers if they adopt adult standards and in trouble with adults if they don't."
- Living the Word

CLOSING

Have the courage to make your own decisions. Be willing to stand alone, if necessary, making decisions in your own best interests or for good causes rather than conforming to every whim and notion of the crowd.

Choices and Decision

CASE STUDY

It was an exciting time for Craig. He was in college 100 miles away from home, on his own for the first time. One of his teammates invited him to a Saturday night party for new students. Coming from a non-drinking family, he asked about alcohol. He was assured that there would be none. He decided to go, and his teammate arranged a blind date for him.

He rode to the party with his friend, far out into the desert. To his disappointment, he found that drinking alcohol was the principal activity at the party. This really bothered him, as most of the people there were three years below the state age for consuming alcohol. When he expressed his disappointment, the people he was with told him to “grow up and live a little.”

To make matters worse, the party was busted up by a local law enforcement agency. Though Craig wasn't arrested or cited, others were for underage drinking. He was released and drove his teammate's car back to town.

SOLO PILOT

1. Have you ever made a decision that caused bad things to happen? What happened?
2. What are some of the freedoms and restrictions that young people have?
3. When you need help in making some important decisions, who could you turn to?

PILOT

1. Why don't we just decide everything completely on the basis of what we like or dislike?
2. Would it be good for you to have complete freedom? Why? Why not?

TEST PILOT

1. What are some things you can do or think about that will help you make decisions that do not have negative consequences for you and the people you care about?

Unwanted Company

Being Cautious of Stalkers

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to understand the need to be aware of their surroundings at all times and keep safe.

ATTENTION STEP

Ask the cadets, Have you ever seen a scary movie where an unseen villain is following someone? Pretty frightening isn't it? Unfortunately, things like this happen in real life, which is why we must learn to be cautious and aware.

MOTIVATION STEP

Have you ever felt like someone was watching you, perhaps even following you?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Focus on the need to be aware of our surroundings and if something is amiss to be ready to take action to ensure our safety.

<http://www.stalkingbehavior.com/>

REMOTIVATION

"Stalking" is defined as repeated and persistent unwanted communications and/or approaches that produce fear in the victim. The stalker may use such means as social media, telephone calls, letters, e-mail, graffiti and placing notices in the media. A stalker may approach or follow the victim, or keep their residence under surveillance.

- From article: Stalkers and Their Victims, Paul E. Mullen and Michele Pathy, Psychiatric Times, 1 April 2001

CLOSING

Eph 5:15-16 "Be very careful, then, how you live — not as unwise but as wise, making the most of every opportunity, because the days are evil." - NIV

Unwanted Company

Being Cautious of Stalkers

Student Handout

CASE STUDY

Cadet Sally Chase drove to the weekly meeting of the Cherokee Squadron. When she arrived she seemed shaken and worried. As she approached the members of her flight, her squad leader, C/SSgt Fay Hogan asked what the trouble was.

Cadet Chase replied, “I think I’m being followed. For the past few weeks I keep seeing a black van everywhere I go; at school, the library, and even the mall. In fact, at the mall I saw this strange man behind me and when I stopped and turned around he suddenly ducked into a store. It was a maternity shop. And tonight the black van was behind me again. When I pulled into the parking lot it continued down the street about a block and then parked. It’s there now. I’m really getting spooked.”

Cadet Joe Parsons suggested, “I’ll sneak up behind that van and slash the tires.”

“Sally, if you want I’ll drive you home in my car,” offered Cadet Jack Truman.

Cadet John Wade said, “Maybe I can get close enough to take pictures of that van and its license plate with my cell phone camera. Then we could call the police.”

Cadet Lucy Means added, “I think we should just stay out of this, the guy might be dangerous. After all, this isn’t our problem.”

SOLO PILOT

1. Have you ever experienced a frightening experience like this? What happened?
2. What could be some reasons that a person would be following Cadet Chase?
3. Besides other cadets, who could Cadet Chase talk to about this situation?

PILOT

1. Which of above suggestions from the cadets do you like best and why?
2. What are some of the risks involved with the actions suggested in this case study?

TEST PILOT

1. What actions can you take to help you be as safe as you can be at home, at CAP meetings and traveling in between?

The Power of the Tongue

Abusive Language is Hazing

Lesson Plan

OBJECTIVE

The object of the lesson is for each cadet to explore the impact of our language on ourselves and others.

ATTENTION STEP

How do people communicate? (the words they used, the tone of voice, body posture, eye movement)

Items needed: Dictionary, Thesaurus:

Give the cadets 10 minutes to look up to the following words and prepare to share with the group: demeaning, oppressive, perpetrator cruel, humiliating, abusive, and culpable

MOTIVATION STEP

Part of the Cadet Protection Policy in the CAP Regulations 52-10 defines “hazing” as any conduct whereby someone causes another to suffer or to be exposed to any activity that is cruel, abusive, humiliating, oppressive, demeaning, or harmful. . . .”

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Proverbs 18:21 “The tongue has the power of life and death . . .” In this scenario the Commander and the Flight Sergeant were participating in hazing and have violated the Cadet Protection Policy

REMOTIVATION

CAPR 52-10 page 1 item 1. Reporting Requirements. “Senior members, cadets, and parents/guardians should immediately report incidents of observed or suspected abuse to the unit commander or commander at the next higher level of command. Whenever a commander has received a report of abuse, suspects that abuse has occurred or may occur, or believes there is an appearance of impropriety in the nature of cadet abuse by a member of CAP, the commander will immediately suspend the member from CAP activities. . . .”

CLOSING

Proverbs 21:23 “He who guard his mouth and his tongue keeps himself from calamity.”

The Power of the Tongue

Abusive Language is Hazing

Student Handout

CASE STUDY

The meeting started out smoothly like most nights but something didn't seem right with the commander. He seemed irritated somehow. We fell into formation as usual.

After the Cadet Flight Sergeant reported in and the Deputy Commander of Seniors reported in, the tension in the air seemed to grow worse, like a growing storm.

I had an idea what this could be all about but I couldn't be sure. Last week, several of us had to leave early before the squadron building was cleaned up because we had finals the next day. We all knew the commander wouldn't be happy, but since the meeting normally went long, our parents made it clear that due to finals, we needed to leave on time. Evidently, that was a mistake.

You could see it in his face – he was about to explode. With a loud voice he said “You bunch of ungrateful, no good loser cadets! “ - followed by several swear words to punctuate his mood. Then he went on and on. We all wished were anywhere else but here. All we could do was stare straight ahead. He was the commander. Even the senior members were visibly uncomfortable but no one said a word.

After the commander dismissed the flights, we heard from the Flight Sergeant. She decided to start in where the commander left off. She got right into my face cussing at me calling me the instigator of the mutiny last week. I didn't know what to do. I guess she was right. I couldn't wait to go home and never come back.

SOLO PILOT

1. Has someone ever yelled at you with abusive language? How did you feel?
2. Could this have been prevented by the cadets? How?
3. Did the Flight Sergeant demonstrate good leadership?

PILOT

1. What were the results of the Commander's and Flight Sergeant's words on this cadet?
2. If you saw this happen how would you encourage the cadet who got cursed at?

TEST PILOT

1. If you were a commander, how would you motivate cadets to serve with excellence?

The Transfer

Rank Order

Lesson Plan

OBJECTIVE

The objective of this lesson help cadets understand the importance of personal goals in CAP.

ATTENTION STEP

Start this session by asking the question: Have you ever sat at a doctor's office or dentist office waiting your turn to be seen and have someone else come in after you and be seen first? Would it make a difference if they were in greater need to be seen?

MOTIVATION STEP

Sometimes it does not seem fair when you want something and someone else gets it. Like knowing that there is a slice of your favorite piece of pie in the refrigerator and finding out someone else beat you to it. Then again sometimes it is you who gets the pie and someone else misses out.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review situation as it applies to both Sergeants Wade and Orr. One or both can become disappointed.

REMOTIVATION

Leadership also involves an element of followership. There will be times in life when it seems like someone has cut in line before us. We need to be prepared for setbacks in our lives. We can allow ourselves to be embittered by disappointment or we can choose to learn how to make the most out of what life sends our way.

CLOSING

"Disappointment to a noble soul is what cold water is to burning metal; it strengthens, tempers, intensifies, but never destroys it."

- Eliza Tabor

"We must accept finite disappointment, but never lose infinite hope."

- Martin Luther King, Jr.

The Transfer

Rank Order

Student Handout

CASE STUDY

Cadet Senior Master Sergeant Jane Wade's father has moved his family from another state to your town in order to get a better paying job. She is 16 years old and was an honor student in her old high school. Cadet Wade wants to go to the Air Force Academy and she believes being a CAP cadet would help her chances. Her old squadron had over seventy active cadets and she was the first sergeant. She received a Commanders Commendation Medal because of the great job she did as a first sergeant. She also received a second Commendation Medal for the job she did as the flight sergeant of the honor flight at last year's wing encampment. This past summer, Sergeant Wade attended the CAP National Flight Academy and earned her solo wings. Her transfer to the Alton Cadet Squadron has been initiated.

The Alton Cadet Squadron has fifteen cadets enrolled but only about a dozen of them regularly attend meetings. Cadet Captain Jack Martin is the Cadet Commander and the only cadet officer in the squadron. He plans to join the military when he graduates from High School. Fred Orr is the next ranking cadet. He has been a cadet Technical Sergeant for over a year and he is currently the training NCO. His athletic commitments cause him to miss meetings and not be able to attend encampments. Lately, he has been bragging about how he expects to be the next Cadet Commander. Major John Franks, the Alton Cadet Squadron Commander, now must decide where Cadet Wade will fit in the rank structure of the squadron.

SOLO PILOT

1. Describe your progress in the CAP Cadet program?
2. A year from now do you expect to have a job in your squadron? If so which one and how will you prepare for it?
3. If someone of higher rank came into your squadron should they expect to be appointed over you? Why or why not?

PILOT

1. How can CAP help cadets with their educational and career plans?
2. How should a cadet's goals impact the access to leadership positions in squadron?

TEST PILOT

1. What are your goals in CAP and how are you going to accomplish them?

Nails in the Fence

Think Before You Act and Speak

Lesson Plan

OBJECTIVE

The objective of this lesson is for the cadets to learn the importance of self-control.

ATTENTION STEP

Have each student choose a piece of wood and 4 nails. Have them mark their names on the wood. Once that is completed, tell them to exchange pieces of wood with each other. Have them hammer the 4 nails, in succession, any way they want, into the other person's wood. Then, have them pull the nails back out again and give the wood back to its owner.

MOTIVATION STEP

If you think before you speak or act, the world will be a better place.

OVERVIEW

During this character development session, we will:

- Read the case study.
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- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

A verbal wound is just as bad as a physical one. Wounds can be all sorts of things: gossip, lies, cheating, stealing, losing your temper, or even just inconsiderate actions.

REMOTIVATION

You should value the people around you who share your everyday life. They make you smile, encourage you to succeed, lend an ear, share words of praise, comfort and hold you up just when you need it most and they are by your side at your best or at your worst.

CLOSING

So remember, if you think BEFORE you speak or act, the world will be a better place.
DON'T BE A NAIL IN A FENCE.

Nails in the Fence

Think Before You Act and Speak

Student Handout

CASE STUDY

Eli had a very bad temper. His Father gave him a bag of nails and said that every time he lost his temper, he must hammer a nail into the back of the fence.

The first day the boy drove 37 nails into the fence. Over the next few weeks, he learned to control his anger. The nails hammered daily gradually dwindled down. He discovered it was easier to hold his temper than to drive those nails into the fence.

Finally, the day came when Eli didn't lose his temper at all. He told his father and the father said he should now pull out one nail for each day that he held his temper.

The days passed and Eli finally told his father that all the nails were gone.

The father took his son by the hand and led him to the fence. He said, 'You have done well, Eli, but look at the holes in the fence!

The fence will never be the same. When you say or do things in anger, they leave scars just like these.

SOLO PILOT

1. Have you ever had a problem with losing your temper, or know someone who does?
2. What are some ways you have tried to control your temper?
3. Have you ever had one of your leaders lose their temper? How did you feel?

PILOT

1. Why did driving nails into a fence help Eli to control himself?
2. What do the holes in the fence mean to you?

TEST PILOT

1. Is there a situation you can think of where your own lack of self-control resulted in hurting someone? Do you regret it? What would you do differently now?

I Double Dare You

Thinking Before Acting

Lesson Plan

OBJECTIVE

The objective of this lesson is for the cadets to explore the consequences of accepting a dare, which involves taking a foolish risk.

ATTENTION STEP

Have you ever been dared to something foolish or risky?

MOTIVATION STEP

Many of you have played the party game Truth or Dare; where a player must answer a question, usually embarrassing or take a dare which is usually also embarrassing. Well, tonight our case study explores taking on a dare which has considerably more risk than embarrassment.

OVERVIEW

During this character development session, we will:

- Read the case study.
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BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review the high points of the discussion of this case study.

REMOTIVATION

So, why do people accept dares? The following website provides insight into the answer.
<http://changingminds.org/principles/daring.htm>

This case study is based on an actual event which occurred in the early 1960's. The names and location have been changed to protect the foolish.

CLOSING

“It is a wise man who knows where courage ends and stupidity begins.”

“Look before you leap for as you sow, ye are like to reap.”

- Samuel Butler

Proverbs 21:5 “The plans of the diligent certainly lead to profit, but anyone who is reckless certainly becomes poor.”

- HCSB

I Double Dare You

Thinking Before Acting

Student Handout

CASE STUDY

The cadets of the Cannady Composite Squadron have gone on a field training exercise at the Table Rock State Park. After a day of map reading, ground to air communications and survival training they set up camp near the rock formation from which the park got its name.

After the evening meal, six of the cadets decide to wander off and do some sightseeing. They hike up to an overlook to get a closer look at the Table Rock. The large flat table stone is about twelve feet in diameter, is balanced over hundred feet in the air on a stone pedestal and just a little under seven feet from the edge of the overlook. The overlook has no guardrail

For a while the cadets enjoy looking around at the sights from this lofty perch but a few of the cadets get bored just looking around and start kidding each other and horsing around. Cadet Derrick Small challenges C/AB Timmy Smyth to throw a heavy rock out onto the Table Rock. It takes him several attempts to finally get a rock to land on the Table Rock and stay. Two of the other cadets take up the challenge until this is no longer entertaining. Then Cadet Joe Slyke gets the idea to dare Cadet Sam Davis to jump out onto the Table Rock. Cadet Davis responds by saying, "Slyke, I dare you to go first." Cadet Slyke comes back, "What's a matter, Davis, you ain't man enough to give it a go? I double dare you."

There has always been competition between the two cadets, with Slyke usually staying just one-step ahead of Davis. Davis glares at Slyke, accepts the dare, takes a running leap, and makes it the Table Rock, almost going off the far side. Now he finds he cannot jump back because he does not have enough running room. He also feels the table stone shifting under his feet.

SOLO PILOT

1. Have you ever accepted a dare? If you have, why?
2. Why do you think people dare each other to do dumb things?
3. Is competition between cadets good or bad? Why or why not?

PILOT

1. Is there any fault in this case? If so, who and for what?
2. How do you get the cadet off of the rock?

TEST PILOT

1. How can you prepare yourself to recognize and avoid foolish decisions for yourself and others?

Missing in Action

Doing Your Duty

Lesson Plan

OBJECTIVE

The objective of this lesson is to help cadets understand the responsibilities of duty and dependability.

ATTENTION STEP

Start this session by appearing nervous and uncertain about what to do. You can drop your note cards and pick them up in the wrong order or shuffle through a stack of paper as if looking for your notes while apologizing to the class for your lack of preparation.

MOTIVATION STEP

Sometimes when placed in a situation for which we are not prepared, we can be tempted to run away from it rather than ask for help or admit that we do not know what to do.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

It takes courage to admit that you do not have all of the answers or the skills to do everything. However, we must realize that running away from a situation not only deprives us of an opportunity to learn and develop our skills but also can adversely affect others. In fact, it is a leader's duty to seek guidance or clarification of orders when in doubt, even when we may be embarrassed when we do so.

REMOTIVATION

One of the hallmarks of a good leader is the ability to admit that he or she does not have all the answers. Once acknowledged, the next step is to seek guidance and learn the missing skills or knowledge. The great leader not only recognizes his or her weaknesses but those of subordinates and helps them overcome those weaknesses.

CLOSING

“Self-development is a higher duty than self-sacrifice.”

- Elizabeth Cady Stanton

“The reward of one duty is the power to fulfill another.”

- George Eliot

Missing in Action

Doing Your Duty

Student Handout

CASE STUDY

Recently promoted to C/TSgt, Fred Johnson has been in CAP for just over two years. He has been active in squadron activities, but has never held a leadership position. The Cadet Commander thought it was time for Johnson to "earn his stripes" and made him the Cadet Training NCO. Cadet Johnson was told he would be instructing new cadets in basic drill. Cadet Johnson acknowledged the order but felt uneasy. He was very good at drill and was on the squadron drill team, but he had never taught anyone else how to perform drill maneuvers. In fact, he had never been an instructor for any subject before.

The following week Cadet Johnson did not show up for the meeting and did not call to let anyone know he was not going to be at the meeting. As a result, C/SSgt Nicole Hand had to instruct the class. Since she had only a few minutes to prepare for the class, it was not a constructive session.

As a result, the new cadets did not get the quality of instruction they needed. In addition, C/SSgt Hand felt badly about it and felt discouraged about ever teaching again.

SOLO PILOT

1. Have you ever been asked to instruct a class in CAP or in another setting? What was that like?
2. Have you ever attended a class where the instructor was not fully prepared? What did you think of it?
3. Does being good at something mean that a person will be a good instructor? Why or why not?

PILOT

1. Why do you think C/TSgt Johnson did not show up?
2. Should Cadet Hand have refused to teach the class? Explain your answer.

TEST PILOT

1. How will you set an example for other cadets as a person who is committed to doing your duty and fulfilling all of your responsibilities as a CAP Cadet?

It Pays to Advertise, But What Are You Advertising?

Creating an Impression

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to understand how one dresses can make an impression.

ATTENTION STEP

Have you ever heard the saying, Pays to Advertise? What do you think is meant by this saying?

MOTIVATION STEP

You are all familiar with advertising. You have seen it on television, on bill-boards, in newspapers, in magazines and even seen advertisements painted on the sides of buses. Many companies give out tee shirts with their company slogans and logos on them. Even CAP has tee shirts.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
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- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

“Advertise” is defined as; –verb (used with object)

1. to announce or praise (a product, service, etc.) in some public medium of communication in order to induce people to buy or use it: to advertise a new brand of toothpaste.
2. to give information to the public; announce publicly in a newspaper, on radio or television, etc.: to advertise a reward.
3. to call attention to, in a boastful or ostentatious manner: Stop advertising yourself!

REMOTIVATION

If you decide to wear a tee shirt, a jacket or other article of clothing with something written on it ask yourself, “What am I advertising and do I really want to be associated with the message?”

CLOSING

“What kills a skunk is the publicity it gives itself.”

- Abraham Lincoln

“You can tell the ideals of a nation by its advertisements.”

- Norman Douglas

It Pays to Advertise, But What Are You Advertising?

Creating an Impression

Student Handout

CASE STUDY

Summer was coming to an end and the cadets of the Mustang Composite Squadron wanted to hold an outdoor party before school started. The cadets selected Waterfront Park for the location. The cadet staff made the plans for the party and invited the senior members to join them. The staff wanted to play volley ball and frisbie golf so they decided on casual dress. The plan was finalized and the Cadet Commander presented the plan to the Squadron Commander. He approved it and committed the senior members to providing the hot dogs and hamburgers.

On the appointed day the plan came together. Everything was set up just as planned and all was going well until Cadet Tom Edison showed up with his girlfriend, Cadet Lindsey Hilton. Cadet Hilton was wearing denim shorts with a number of tattered holes. She also wore a tee shirt with, "I may not be perfect but parts of me are pretty awesome," written on it. A couple of male cadets were standing together when Edison and Hilton walked by, and they started talking among themselves and laughing. Cadet Edison could not make out all that was said but he did hear one of them say something about Hilton advertising her "awesome parts." Hilton giggled at the comment but Edison got angry and went over to the two cadets. Angry words were exchanged and a fight started. A crowd gathered around the fighters, but senior members arrived quickly and broke up the fight.

This incident put a damper on the mood of the get-together and what had been a happy gathering broke up on a sour note.

SOLO PILOT

1. Do messages on tee shirts and jackets effect way we judge the wearer and why? (Consider the rights of freedom of speech.)
2. Why do you think Cadet Hilton dressed the way she did?
3. What was your impression of her?

PILOT

1. Could this situation have been avoided and if so how?
2. Who do you think was most at fault for this situation and why?

TEST PILOT

1. If you were the Cadet Commander or the Squadron Commander, how would you advise other cadets about what they wear in public?

Drop and Give Me Twenty

Motivation

Lesson Plan

OBJECTIVE

The objective of this lesson is to explore a motivational technique that is inconsistent with core values.

ATTENTION STEP

Open this session by showing a video of a Civil Air Patrol National Drill Competition. (There are several examples on YouTube)

MOTIVATION STEP

Motivation is a powerful tool for a leader when properly applied but if the wrong methods are used it can lead to opposite results.

It takes a lot of practice, teamwork and discipline put together a top ranking drill team. Both the team members and the team leaders must work hard.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review the situation and the actions taken by the cadets in this case study. Also review the CAP Cadet Protection Policy, CAPR 52-10.

REMOTIVATION

Sometimes the zeal to achieve may tempt a person to use a wrong motivational technique that is inappropriate, as leaders we need to guard against such potential abuse.

CLOSING

“It is absurd that a man should rule others, who cannot rule himself.”

- Latin Proverb

“A ruler should be slow to punish and swift to reward.”

- Ovid

Drop and Give Me Twenty

Motivation

Student Handout

CASE STUDY

The Wright Composite Squadron has a long history of fielding an award winning drill team. Last year's team won the Regional Competition and placed second at the National Competition. Six members of last year's team are graduating from High School and will be going off to college or joining the military. Twelve cadets responded to the call for volunteers to join the team.

Cadet Sullivan is the Team Commander and she is being assisted by Cadet Monroe. Since there was not enough time for drill practice at the regular meetings, Cadet Sullivan decided to hold extra drill practice on Saturday afternoons. By the third drill practice some of the cadets had dropped out and only nine new cadets remained. The new drill team members were slowly improving, but Cadets Sullivan and Monroe were not satisfied. They thought that one cadet in particular was fouling up the rest and just did not fit in.

At the fourth drill practice things were worst yet. The team members lacked enthusiasm and seemed to be only going through the motions. After calling the team to attention Cadet Sullivan yelled out. "It looks like we need some motivation, so everybody drop and give me twenty!" After struggling to do the ordered pushups, the team became worse for the rest of the practice.

SOLO PILOT

1. Have you ever been on a Drill Team or Honor Guard? What was it like?
2. How does it make you feel when you are doing the best you know how and you are told that it isn't good enough?
3. Why do you think one cadet was having such a hard time and what could be done about it?

PILOT

1. What do you think of Cadet Sullivan's method of motivating the drill team and where do you think he learned it?
2. How do you think the Drill Team can be motivated to be excellent as a team?

TEST PILOT

1. If you were the team commander, how can you be excellent as a motivator and leader of cadets?

Open to All

Protecting the Dignity of Others

Lesson Plan

OBJECTIVE

The objective of this lesson is to challenge cadets to guard the dignity of people rather than to demean and devalue them.

ATTENTION STEP

Ask the cadets the name of the people in their school that are made fun of and why people ridicule them.

MOTIVATION STEP

Ask the cadets the name of the people in their school that are made fun of and why people ridicule them.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Personal dignity is an understanding of the importance and value of all people. Most people view themselves based on the words and actions of others. In CAP, respect for all people is one of the core values that guide our behavior.

REMOTIVATION

Remember to treat other people and think of other people as you would like to be thought of and treated.

CLOSING

“There is no such thing as an insignificant human being. To treat people that way is a kind of sin and there's no reason for it – None.”

- Quotes for the Journey – Wisdom for the Way

“In compassion lies the world's true strength.”

- Buddha

“Kindness is a language which the deaf can hear and the blind can read”

- Mark Twain

Open To All

CASE STUDY

Cadet Thomason had been a member of the Spence Composite Squadron for only a few months. He had been an enthusiastic addition to the meetings, getting involved in the training and learning exercises. Almost immediately after Cadet Thomason joined, two of the older cadets began to make fun of him. They made sneering comments about him and laughed openly when he would struggle with a task or a question. They were careful to keep quiet when an officer was around, but as soon as they were free from oversight, they would renew their ridicule of Cadet Thomason. After one meeting, Captain Morris found Cadet Thomason huddled in the corner of the storage room crying. His shoestrings had been tied together and his uniform belt had been cinched tight and twisted behind his back. He had been unable to fix his belt or his shoes and felt humiliated and needed to hide.

What most of the other cadets did not know, but the commander did, was that Cadet Thomason suffered from a mild form of epilepsy. Though his condition was controlled by medication, in certain situations, motor skills would be impeded and speech could be slurred. These episodes had given the two older cadets the opportunities they needed to demean the new cadet. The commander knew who was to blame and as he quietly helped the cadet free himself, he had a decision to make.

SOLO PILOT

1. What are some of the insulting names that you have heard people called and what do they mean?
2. At what rank in CAP do officers and cadets have the right to demean cadets of lower rank?
3. What does personal dignity mean to you?

PILOT

1. What should the commander do about Cadet Thomason's situation?
2. Do people deserve less or more respect if they have weaknesses that others can see?

TEST PILOT

1. What is the role of a CAP cadet leader in protecting the dignity of all cadets in the squadron?

Small War

A Time To Kill?

Lesson Plan

OBJECTIVE

The objective of this lesson is for each student to interact on traditional “just war” theory in light of the new war on terrorism and other “dirty-little wars.” For the sake of this study traditional “just war” theory is summarized as:

- Just Cause – only defensive war is legitimate
- Just Intent – to secure peace
- Last Resort – all other means have failed
- Formal Declaration – state of war declared by highest authority
- Limited Objections – total destruction of nations are unwarranted
- Proportionate means – total or unlimited war is unjustified
- Noncombatant immunity-civilians and POW’s are not targeted.

ATTENTION STEP

Find an article in a current newspaper that details an incident of a suicide-bomber, tribal warfare or some guerrilla action against an existing government. Ask the group whether violent action is justifiable in response.

MOTIVATION STEP

We want to discuss today whether some wars are just and right, and if so, what is it about them that make them right. In other words is there a justified “time to kill”?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

What we have looked at today is, even though the kind of conflicts our armed forces face today are not as clear morally as we might like, still the idea of a just war theory needs to be applied in order to insure that war is no more terrible than necessary.

REMOTIVATION

War is about the loss of human of life. Periodically, tyrants who have no respect for life challenge civilized societies that value human life. War is sometimes one of many options in trying to preserve human life.

CLOSING

“Men who take up arms against one another in public war do not cease on this account to be moral beings, responsible to one another and to God.”

- General Orders No. 100 (The Lieber Code) 24 April 1863

“Only the dead have seen the end of war.” - Plato

Small War

A Time To Kill?

Student Handout

CASE STUDY

Jason is a fifteen-year-old CAP cadet with an older brother who serves in the Army. Currently in Baghdad, Jason's brother, Rob sends Jason an email describing the uncertain situation in Baghdad. He writes, "You never know who your friends are here... some Iraqis are friendly to us, but then every day some of my buddies get shot at or killed by Iraqis. When we first arrived I thought we were doing the right thing by being here, but now, I'm not so sure. If so many people don't want us here maybe we should pull out."

At the next squadron meeting, Jason asks the chaplain if they could talk afterwards. Jason asks the Chaplain what he thinks about the Iraqi war and is it right for Americans to be risking their lives for such a conflict. Father Brown, the unit chaplain and former military chaplain answers with: "Jason, that's a difficult question, let's talk about it."

SOLO PILOT

1. Do you know someone who has experienced combat? What do you think of them?
2. When the US attacked Panama to oust General Noriega in 1989, the attack was called "Operation Just Cause". When should a conflict be considered a just cause?
3. What should be the aim or goal for a country to go to war?

PILOT

1. Do you feel there is a "reasonable hope of success" in the current war against terrorism? What would "success" look like?
2. If Rob no longer believes this war is just, should he try to get out of the Army or continue to do his job?

TEST PILOT

1. As a CAP cadet, why should you or CAP contribute to our nation's "War on Terrorism"? Why not?

Lonely At the Top

Authority in CAP

Lesson Plan

OBJECTIVE

The objective of this lesson is to encourage cadets to see the value in following CAP rules and regulations and developing a commitment to do the right thing in any circumstance.

ATTENTION STEP

Rank the following from least to most as to their authority over you: CAP Squadron Commander, parent, President of the United States, teacher at school, CAP Wing Commander, older brother or sister, clergy.

MOTIVATION STEP

CAP is not exempt from the abuse of power. You cannot be good leaders without the ability to work within the limits of power. Good followers become good leaders when they are following good things.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

The rules and regulations of CAP give commanders much authority in their units. They also are given many responsibilities to go with that authority. They are accountable to other leaders and to those that follow. CAP strives to provide a balance between authority and responsibility for every leader in every position.

REMOTIVATION

When you joined CAP, you committed your energies to certain actions and ideals. These commitments can be expressed in loyalties to friends and to leaders. As you develop as a leader in CAP, you may encounter other leaders who violate the rules of the organization. We each must prepare ourselves to respond constructively to these situations.

CLOSING

We are responsible only for what we can influence.

“Lord, grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference.”

- Saint Francis of Assisi

Lonely At the Top

CASE STUDY

Capt. Scott Johnson had been the commander of Andover Composite Squadron for over ten years. The squadron had never had more than twenty-five members at one time. Usually, there were five officers and six cadets at any given meeting. Because the squadron was located in an isolated portion of the state, the wing had decided to base an airplane at the Andover Airport.

Scott had taken advantage of his squadron's freedom from oversight by the wing to do things as he saw fit. He allowed the officers to berate the cadets and the cadets to abuse one another. The airplane was flown regularly by officers who were not qualified and for their personal use. He liked the idea of CAP as a para-military youth group. He had said many times that his squadron functioned better than any ROTC program and that the toughness of the program made the cadets better Americans. Anyone who disagreed or complained was removed from the program, whether they were cadets or officers.

No one had ever been hurt. At least there was never a report of cadet injuries. The wing had never questioned or disciplined Capt. Johnson for any reason. The parents of the active cadets seemed content to let Scott lead the squadron as he wanted.

Cadet Captain Cynthia Anderson transferred to the squadron when her family moved to Andover. After three years as a cadet in another squadron in the same wing, Cynthia was looking forward to a career in the Air Force and a possible appointment to the Academy. The Andover Composite Squadron did not function like the CAP that she had come to know and appreciate.

SOLO PILOT

1. What do you think Cadet Anderson should do?
2. What do you think Cadet Anderson could do?
3. How does an officer become the commander of a Civil Air Patrol Squadron? How did your commander become the commander?

PILOT

1. What is the ultimate authority in Civil Air Patrol?
2. What is the purpose of Civil Air Patrol Cadet Program?

TEST PILOT

1. How does the Cadet Oath guide you in responding to a neglect or rejection of CAP rules and regulations?

Mind Reading

Suicide Thoughts

Lesson Plan

OBJECTIVE

The objective of this lesson is to help cadets confront how common thoughts of suicide are, and to affirm that every human life is important.

ATTENTION STEP

Ask the students if they would like the ability to read (or hear) other people's thoughts. Would it be a gift or a curse? How would it be a gift or a curse?

MOTIVATION STEP

Tonight we will try to read other people's minds. We will explore how many of us think about our own lives and the times we think of ending our life.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Thinking of suicide is common to most people. The danger increases when the person has a history of suicide in their family, they have developed a plan for their suicide, and they are feeling extreme pressure or disappointment.

REMOTIVATION

From the television series, Joan of Arcadia, "much of the destruction we do is because of a failure of imagination."

CLOSING

"Live all you can. It is a mistake not to."

- Henry James

"He that thinks amiss concludes worse."

- Herbert

"Help your brother's boat across, and your own will reach the shore."

- Hindu Proverb

Mind Reading

Suicide Thoughts

Student Handout

CASE STUDY

Ted had thought about it before and was thinking about it again. There was just too much. There was too much to do, too much to remember, too much to finish and too much expected. There would be no more pressures, no more deadlines, no more practices, and no more expectations. It would be so easy. Dad's gun, a short drive to the baseball park on a Friday evening and everything would be over. It was how Mom had done it. Not with a gun, but with pills. And now that Stephanie was gone, no one would care, no one would even notice. Yea, maybe they would be sorry that he was gone. That would show them. It would be so easy.

SOLO PILOT

1. What are the most difficult challenges in your life as a teenager?
2. What skills do you need to survive as a teenager?
3. What do you think that Ted was trying to "show" them?

PILOT

1. Have your friends ever told you that they were feeling so pressured that they would like to end their life? How did you respond?
2. A person is in great danger for suicide when they have a plan. Is suicide easy?

TEST PILOT

1. What are other ways you can escape the difficulties of your life without suicide?

If I Want It, I Need It

CAP – “Come And Provide”

Lesson Plan

OBJECTIVE

The objective of this lesson is to help cadets develop a personal set of priorities regarding the differences between needs and wants.

ATTENTION STEP

Bring several pictures to the meeting. The pictures listed first represent needs and those on the right represent wants, i.e.

1. Kia Rio and BMW
2. Truck 150/1500 and fully-loaded king cab
3. Blue jeans and tuxedo
4. Mickey D's hamburger & fries and Large T-bone & baked potato
5. Small house and large mansion

Use as many pictures as you want. Use pictures with humor if possible and add your own comments. The idea is to exaggerate the difference between needs and wants.

MOTIVATION STEP

It has been said, “Just because you want it, it doesn't mean that you need it.” There is truth in the statement, but what if your major wants are the same as your needs. Better yet, what if your wants are to meet the needs of others?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Everyone has needs and wants. Today, we discussed these and discussed ways to prioritize our needs and wants.

REMOTIVATION

The subtitle for this lesson is CAP – Come And Provide. In the CAP, we do what we do because we WANT to, and what we do is provide for the NEEDS of others. It is one thing to think about us and the things we personally need or want, but it is a grand thing to put aside our own needs and wants and help others.

CLOSING

“If by leaving a small pleasure one sees a great pleasure, let a wise man leave the small pleasure and look to the great.”

- The Teaching of the Compassionate Buddha, Chapter XXI

Exodus 20:17 “You shall not covet your neighbor's house...or anything that belongs to your neighbor”

- Hebrew Scriptures

If I Want It, I Need It

CAP – “Come And Provide”

Student Handout

CASE STUDY

The Burtow Composite Squadron’s meeting began with a Pledge to the Flag and a prayer. Then the Commander announced that he felt the squadron needed a new trailer to replace the second-hand one they had been meeting in for the last ten years. Everyone thought it was a good idea until he announced that the senior staff met and decided the funding should be taken from the various budgets allotted to current programs.

They wanted to take 50% of the projected budget for the next two years. This included the cadets budget, which meant several of their programs and trips would have to be cancelled for the next two years. A lively discussion developed because several members did not think the squadron really needed a new meeting place.

SOLO PILOT

1. Do you think obtaining a new trailer is a want or a need?
2. If you believe it is a want, give some reasons why you might think so.
3. If you believe it is a need, give some reasons why you might think so.

PILOT

1. Should the cadets have a say in the decision to buy the trailer?
2. Do you think it is ever all right to buy something just because you want to?

TEST PILOT

1. List several projects your squadron is involved in and discuss why you think it is a need or a want.

Seeking the Truth

Jumping to Conclusions

Lesson Plan

OBJECTIVE

The objective of this lesson is to help the cadets exercise discipline before jumping to conclusions about people or situations.

ATTENTION STEP

Ask the cadets if they have ever been falsely accused? How did they handle it? What did they say? How did they feel? Did the truth ever come out? We will explore the great care that leaders must take in making decisions concerning people.

MOTIVATION STEP

Throughout your CAP career, you will have to make decisions about situations and the people involved in them. The quality of your leadership will be determined by these decisions. Developing great care in these sensitive and delicate circumstances will mold you into a great leader.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

People can be hurt and friends can be lost if we make a decision to do so or say something before we know all the facts. None of us need to be naïve about others, but we can make every effort to base our choices on facts, not assumptions.

REMOTIVATION

Being misunderstood can be a painful and lonely experience. As CAP leaders, we commit ourselves to understanding people and situations as they truly are.

CLOSING

“I pray that I will seek to understand rather than be understood.”

- St. Francis of Assisi

Ephesians 4:26, “Be angry but sin not.”

- Apostle Paul, Christian Scriptures

Exodus 23:1 “You shall not carry a false rumor.”

- Hebrew Scriptures

Seeking the Truth

CASE STUDY

Gregg was a football player and worked out in the weight room three times a week. After a recent loss, Gregg began punching his locker. When his friends tried to calm him, he took a swing at them. Now, his friends try to stay away from him when he is angry. Gregg and Vicki had been dating for almost a year.

They got along well and Vicki never complained about Gregg's anger. She never reported Gregg hitting her. Some of the girls in Vicki's Phys Ed class noticed bruises on Vicki's back and upper arms. When they asked her about the bruises, Vicki said she fell in Phys Ed. When her mother noticed the bruises she questioned Vicki, but she insisted she fell in Phys Ed Class. She assured her mother that Gregg had never hit her.

Mrs. Anderson, Vicki's mother, went to school and asked the teacher if she had seen Vicki fall in class. The teacher reported that she did not see her fall but would ask some of the other girls if they saw Vicki fall. The next day the teacher reported to Mrs. Anderson that no one saw Vicki fall. Mr. & Mrs. Anderson wanted to believe Vicki but they also did not want her to be subjected to physical abuse.

SOLO PILOT

1. Do you believe Vicki fell in Phys Ed class?
2. What would you do if someone was hitting you and leaving bruise marks?
3. How do you control your anger?

PILOT

1. If someone were hitting you and leaving bruises, would you continue your friendship with them?
2. Is it ever right to take your anger out on someone else? What are the results of taking your anger out on someone who is innocent?

TEST PILOT

1. What could be some of the consequences if you as a CAP leader jumped to the wrong conclusion about a person or a situation?

Teenage Drinking

Dealing With the Problem?

Lesson Plan

OBJECTIVE

Note to leader:

This case study is based on a true story appearing in the national media. It is not intended nor should be interpreted as endorsement or encouragement of teenage drinking under any circumstance.

The objective of this lesson is to highlight the dangers of teenage drinking, to explore effective ways of dealing with it and affirm the value of a drug-free life.

ATTENTION STEP

Find and share three news articles concerning the effects of drinking. These should be as recent as possible and concern teenagers if available.

MOTIVATION STEP

We all have to deal with it. If you drink you have to deal with it. If your parents drink, you have to deal with it. If your friends drink, you have to deal with it. Someday, maybe today, you will need answers to the questions concerning alcohol. We will look at how one family chose to answer the questions. Then we will let you decide how well they did.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Drinking is a problem for adults and teenagers. Every year thousands of people are hurt, abused and killed because of drinking. Parents are searching for ways to protect their children from these experiences. Not just any solution will do in these circumstances.

REMOTIVATION

Drinking can lead to decisions and experiences that are irreversible. Not only can you be hurt, but also you could hurt someone you care about.

CLOSING

“A mind is a terrible thing to waste.”

“I have other obligations now – the show, my family, my life...though I know that without my sobriety I wouldn't have any of those things.”

- Rob Lowe, Hollywood actor

Teenage Drinking

Dealing With the Problem?

Student Handout

CASE STUDY

Brad was looking forward to the prom. Everything was working out well. His girlfriend and his friends had made their plans to eat, go to the prom and then to a party afterward. Brad's parents had expressed concern over Brad's plans for the evening, especially the party. When they asked Brad if he planned to drink at the party, he told them he and his friends would find a way to drink following the prom.

Brad's parents decided that the best way to deal with Brad was to have the after prom party at their home. They could monitor the drinking of all the teenagers at the party and prevent anyone from driving home drunk. They could make sure that no one was abused, injured or had sex. The kids could drink as much as they wanted. All they had to do was stay at the party once they arrived and not leave until the next morning. Kids would also be responsible for bringing their own alcohol.

Brad agreed to this and so did many of his friends. There were over forty teenagers at the party and they were drinking. There were no reports of trouble except for complaints in the neighborhood of the noise from the party. The next morning as the teenagers were making their way home, the police arrived and arrested Brad's parents for contributing to the delinquency of a minor.

SOLO PILOT

1. What effect does drinking have on a teenage party?
2. What are some of the things that can go wrong when there is drinking at a party?
3. What position does CAP take on drinking at CAP functions?

PILOT

1. What suggestions would you make to Brad's parents concerning the after prom party?
2. Are there actions that can be wrong or hurtful even though they are "safe"?

TEST PILOT

1. As a CAP leader, how can you help other cadets, and maybe yourself, avoid the troubles of drinking?

99 +1 = 100%

OBJECTIVE

The objective of this lesson is for each student to perceive the role of a leader in retaining all members of the unit.

ATTENTION STEP

The CAP is a non-discriminatory organization. Any eligible youth can become a cadet. We know that CAP membership is not based on conditions such as size, color of skin, religion, etc. But what about talents or personality? If a person joins the unit but is not wanted, that person would essentially be lost to the unit. Have you ever been in a situation where you felt you weren't wanted?

MOTIVATION STEP

Every one of us want our unit to be the best it can be. Today we will discuss ways we can make that happen without leaving anyone out. We will search for ways to help each member of the unit find and use his or her special talents.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Today we looked at a situation that is common in all CAP units. People, young and old, join CAP and then for one reason or another, drop out. Leaders can strengthen the unit and enable the unit to better fulfill its mission by reaching out to those who leave.

REMOTIVATION

Ask the cadets to think of someone who is not present tonight and commit to contacting those absent over the next few days. Let these missing cadets know that they are missed and invite them to the next meeting.

CLOSING

What do you think?

Matthew 18:12 "If a man has 100 sheep, and one of them goes astray, won't he leave the 99 on the hillside and go and search for the stray?"

- Christian Scriptures

"Sometimes our light goes out but is blown into a flame by another human being. Each of us owes deepest thanks to those who have rekindled this light."

- Albert Schweitzer

99 + 1 = 100%

CASE STUDY

Jared had been newly selected as the Cadet Commander. He had worked hard to get in that position. He had the respect of both his peers and the officers of the Composite Squadron.

The demands on Jared's time became intense over the next months, however. He was meeting continually with the officer and cadet leadership to plan the training and activity schedules for the cadets. He was so busy that he did not notice that Penny had missed a few meetings.

Penny was his neighbor and childhood playmate. She was nice but really shy. She had been brought into CAP by Jared and had seemed to enjoy the meetings. She studied and progressed at an average rate. She did participate in most of the squadron's activities until recently.

For the next two weeks, Penny did not show up for squadron meeting or orientation flights. Jared asked a couple of the squadron members, but they did not know anything. Just as he was thinking about Penny, the squadron commander called him to a discussion he was having with the squadron AEO.

SOLO PILOT

1. Who influenced you the most to join CAP?
2. Have you known anyone who has been active in CAP but stopped participating? Do you know why they stopped?
3. What are some of the reasons that a person would stop coming to CAP?

PILOT

1. What can the squadron do to keep people from quitting CAP?
2. What can the squadron do to encourage people to become active in CAP again?

TEST PILOT

1. As a CAP leader, what suggestions would you make to your commander to help the squadron retain all the members of the squadron over the next year?

The Suspicious Baseball

Justice without Punishment

Lesson Plan

OBJECTIVE

The objective of this lesson is to guide cadets in exploring a situation where no one can be found to take responsibility for an accident while affirming the human desire for justice.

ATTENTION STEP

Place a small bowl with \$2.00 in dimes in a conspicuous area of the meeting room. As you begin the session ask one of the cadets to count the dimes and tell you how many dimes are there. Insist that you put \$3.00 in dimes in the bowl and now there are only \$2.00 worth of dimes. Ask how this dilemma could be resolved.

MOTIVATION STEP

Life is often different from television and the movies. In the entertainment industry, bad situations are continually resolved with the good being rewarded and the bad being punished. Real life does not always provide such easy answers. We need to be able to offer creative and constructive leadership in the face of these difficulties. We will challenge you to give this leadership.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Sometimes we face problems that do not have solutions or clear answers. We can all strive to find justice for every wrong, but many situations involve people who are not honest enough to admit their wrong or they involve answers that are not obvious.

REMOTIVATION

As leaders, we must help others face these ambiguities and offer direction to prevent them in the future. Training, reflection, and peer support can prepare you to offer insights and guidance in the midst of conflict or uncertainty.

CLOSING

“The quality of mercy is not strained.”

- William Shakespeare

“Let mercy be your mosque, faith your prayer mat and honest living your Koran.”

- Sri Guru Granth Sahib

The Suspicious Baseball

Justice without Punishment

Student Handout

CASE STUDY

Jim and several of his friends were playing baseball in his backyard. Richard hit the ball into the yard next door. Paul retrieved the ball and they continued to play ball. The next day a den window in the neighbor's house was broken. Some of the neighbors told Mr. Collins about the teens playing baseball the day before.

The neighbor knew Richard, Jim and Paul, and shared this information with Mr. Collins. He then went to talk with Richard about the incident and his broken window. Richard then agreed to call Jim and Paul and let them tell what happened. Paul said he did go into their yard to get the ball but it was at least 20 feet from the house and he saw no broken window. The police were called and they investigated the incident.

They could not find anyone who actually saw the ball break the window. Mr. Collins still believes these boys were responsible for his broken window and asked them to pay for the repair.

SOLO PILOT

1. What could you do to convince Mr. Collins that you did not break the window?
2. What are some explanations for the window being broken?
3. How important is Mr. Collin's belief that the boys are responsible?

PILOT

1. What emotions do you feel when you are falsely accused and have no way of proving you are innocent?
2. What emotions can you feel when something bad has happened and there is no one to blame?

TEST PILOT

1. As a leader, what kind of recommendations could you make when there is no one to punish for a mishap?

When the Finish Line Is In Sight

Leaders Increase Options

Lesson Plan

OBJECTIVE

The objective of this lesson is to challenge cadets to think of ways of helping people achieve, even in the face of difficulty.

ATTENTION STEP

Ask the cadets, “What is the difference between the finish line in a race and the goal line in a football game?” The answer is the defense. The defense can prevent a score and often does. Almost all runners finish a race because there is no one preventing them from finishing.

MOTIVATION STEP

CAP is designed to create leaders. These leaders are meant to demonstrate a character that not only seeks to enable achievement for themselves, but achievement in others. This kind of leader is formed only from effort and training, like the training you receive in CAP.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

In almost every worthy mission, difficulties and problems will arise. During these challenges, hard choices must be made. Leaders can provide help for people in these times by giving encouragement, but valuable help can also be given by sharing options and ideas for dealing with these circumstances. An important characteristic of leaders is creativity.

REMOTIVATION

Just like fighter pilots need G-suits to resist the G-forces of flight, leaders help people deal with the pressures of living and achieving. Leaders help widen the vision of people under stress.

CLOSING

“Let us be servants in order to be leaders.”

- Feodor Dostoevsky

Matthew 23:11 “But the greatest among you, shall be your servant.”

- Jesus Christ, Christian Scriptures

“Do not meet troubles half-way.”

- Jewish Proverb

When the Finish Line Is In Sight

Leaders Increase Options

Student Handout

CASE STUDY

Mike, a senior in High School, needs a biology course to graduate this spring. He made a passing grade the first semester. Mike lost his textbook and does not have the money to pay for the lost book. The school cannot issue him another book until he pays for the lost book.

Susan loans Mike her book during the school day and Mike reads the material and tries to do the homework during his lunch hour. He returns the book to Susan at the end of the day. Occasionally the teacher loaned Mike her book overnight.

Mike is struggling and is afraid that he will not pass biology and will not be allowed to graduate. Karen, a classmate, lost her book and reported it to the teacher. Two days later Mike showed up at school with a textbook with his homework completed. Mike would not tell where the textbook came from.

SOLO PILOT

1. Where do you think Mike got the new textbook?
2. What are Mike's options? He must pass Biology to graduate.
3. Is there any way you could help Mike with his dilemma?

PILOT

1. Who is responsible for Mike's problem?
2. What would you do if this situation happened to you?

TEST PILOT

1. As a CAP leader, how can you understand your responsibility to help cadets continue to progress in their CAP experience?

Out of the Loop

OBJECTIVE

The objective of this lesson is to help cadets explore how they feel about suicide and affirm the supreme value of human life.

ATTENTION STEP

Ask the cadets if they have known of anyone who has committed suicide.

MOTIVATION STEP

Suicide is a frightening subject to discuss and an experience that most will have to face in their lifetime. Civil Air Patrol has not been exempt from suicide and may not be in the future. This discussion will help clarify thoughts that the cadets have concerning this act.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Hearing of a suicide creates many different feelings in us. These feelings can lead to confusion as to what to say and what to do. Sometimes these feelings can be frightening.

REMOTIVATION

Never underestimate the amount of pain that a person can be feeling. People that you see, work with and go to school with every day can be struggling with their lives.

CLOSING

“God gives burdens, also shoulders”

- Jewish Proverb

Psalms 139:14 “For I am fearfully and wonderfully made.”

- Hebrew Scriptures

“Whoever rescues a single life earns as much merit as though he had rescued the entire world.”

- The Talmud, Mishna Sanhedrin

Note to leader:

Warning Signs of Suicide:

- | | |
|---|--------------------------------------|
| 1. Suicide threats | 8. Giving away prized possessions |
| 2. Previous suicide attempts | 9. Stockpiling pills |
| 3. Alcohol and drug abuse | |
| 4. Statements revealing a desire to die | Recommended Response: QPR |
| 5. Sudden changes in behavior | 1. Question the person about suicide |
| 6. Prolonged depression | 2. Persuade the person to get help |
| 7. Making final arrangements | 3. Refer for help |

Out of the Loop

CASE STUDY

Marcus pulled into his normal parking place at school. The place next to him was empty. Marcus found this odd. Peter's Mustang was always in its place when Marcus arrived. Peter was just that type of a person. He was smart, conscientious, athletic, and popular.

Peter's father owned the local textile factory, and Peter was expected to follow in his father's footsteps. Marcus gathered his books and headed for homeroom. Along the way he saw groups of people whispering to each other and acting unusually sad. Stephanie met him in the hall. She was crying quietly and had difficulty talking. "I can't believe he's gone," was all she could say.

Steve was already in homeroom when Marcus arrived. "Who died?" asked Marcus trying to sound more cool than nervous. Steve just looked at him and said nothing. Marcus looked around the room. Was he the only one who did not know what was going on? "I don't get it," Latarsha said. "He had everything. Why kill yourself now? He was about to graduate, go to college and have a great life. What could have been so bad?" Marcus wondered the same thing.

SOLO PILOT

1. What are some of the ways you hear about bad things happening to young people?
2. What could have been so bad for Peter?
3. What are feelings that you believe could lead to a young person committing suicide?

PILOT

1. What can you say to someone whose friend has committed suicide?
2. What can you say to someone whose family member had committed suicide?

TEST PILOT

1. How do you feel when you hear a young person has committed suicide?

My Word, My Bond

Making Choices, Juggling Commitments

Lesson Plan

OBJECTIVE

The objective of this lesson is for each student to comprehend how our promises affect our character.

ATTENTION STEP

Suppose I could offer you a chance to meet Brig. Gen Chuck Yeager at a CAP aerospace conference. General Yeager has promised to pose for pictures with CAP cadets, sign autographs, and offer special words of encouragement at a CAP-cadets only reception. Would you be interested? You bet! Now what if I tell you that this once in a lifetime opportunity will only occur when you have two important exams scheduled at your school?

MOTIVATION STEP

Suppose I could offer you a chance to meet Brig. Gen Chuck Yeager at a CAP aerospace conference. General Yeager has promised to pose for pictures with CAP cadets, sign autographs, and offer special words of encouragement at a CAP-cadets only reception. Would you be interested? You bet! Now what if I tell you that this once in a lifetime opportunity will only occur when you have two important exams scheduled at your school?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Today's case study brought forth some good discussion about the choices we have to make when goals and commitments conflict. We recognized that sometimes honoring a promise means making a sacrifice.

REMOTIVATION

Next time you are asked to make a promise, think it through. Make sure you can honor your promise before committing. If you're unsure about fulfilling the promise, just be honest and explain why.

CLOSING

The great poet Robert Frost once wrote about the difficulty of desiring to do one thing, but being bound to do something else because of a promise: "The woods are lovely, dark and deep, but I have promises to keep, and miles to go before I sleep."

My Word, My Bond

CASE STUDY

Ever since Devon was little, he knew he wanted to become a pilot. This summer, he wants to attend a CAP Flight Academy, which costs \$850. To earn the money himself, he is working part-time bagging groceries.

It takes more than money to attend a Flight Academy; first Devon must compete for a slot. To become more competitive, he wants to add more accomplishments to his CAP resume. Therefore, Devon has signed-up to attend a wing cadet leadership school being held next Saturday. For the first time he won't be just a student, he will actually lead one of the school's activities. People are counting on him to attend, and he is excited about going – it will be his first big leadership opportunity, and should increase his chances of being selected to attend a Flight Academy.

But when Devon checked his work schedule, he discovered that his boss was not able to approve his request to have next Saturday off from work. He's scheduled to work all day long.

Devon knows that if he does not go to work, he could get fired. How will he pay for his Flight Academy without a job? Because the \$850 is due soon, he doubts that he would be able to find another job in time to raise the money needed for the Flight Academy. But, if he goes to work, he will be unable to participate at the leadership school as he promised.

SOLO PILOT

1. Have you ever had a goal you were striving? What did you do?
2. Like Devon, have you ever had a “dilemma” – a time when you had two commitments that conflicted with one another?
3. Have you ever had to break a promise? What happened?

PILOT

1. Have you ever known someone who made a sacrifice in order to accomplish a goal? What did they sacrifice?
2. What kinds of things might happen to prevent you from keeping a promise?

TEST PILOT

1. As a leader in CAP, how can you avoid making promises that you may not be able to keep?

Do Not Disturb

OBJECTIVE

The objective of this lesson is for each student to comprehend the principle that our private actions can lead to a public impact.

ATTENTION STEP

Do you have a computer password, or an ATM password? What does it protect you from?

MOTIVATION STEP

This case study will explore the conflict between personal privacy and parental love. If you value your privacy, but also are expected to follow certain rules in your home and at school, this case will be important to you. Exploring this topic will help clarify your thinking on issues of personal privacy and will broaden your understanding of what motivates parents and schools to “invade” your privacy.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

State something along these lines, “I think that you all did great in identifying some of the real issues and possible solutions for this case study. I also believe that you have seen that privacy is very important to all of us, but that privacy is not to protect people from hurting themselves or harassing others.”

REMOTIVATION

Ask the students to think again about their personal passwords. Ask them if the information they are protecting with their passwords is meant to harm or abuse anyone.

CLOSING

As Jesus said in Luke 12:3 “Whatsoever is spoken in darkness shall be heard in the light; that which ye have spoken in ear and in closets, shall be proclaimed upon the housetops.”

Do Not Disturb

CASE STUDY

While at school on Thursday, Scott's school had a "lock-down". A lock-down is a regular, but unannounced inspection of all students, their lockers, their book sacks and their possessions by police, school officials, and drug enforcement officers with dogs. Students must remain in their classrooms until the search is completed. Drug-sniffing dogs enter the classrooms and search each person and all of their belongings. If authorities find any indication of drugs, they conduct a more detailed search and even make arrests. Two of Scott's new friends were found to have drugs and were arrested at the school.

When Scott arrived home that afternoon, he found that his room was not as he had left it that morning. He observed small signs suggesting that someone had searched his room. Angry, Scott asked his mother if she had searched his room and if she had what she was looking for. Scott's mother said that she had heard about the lock-down and that two of Scott's friends had been arrested. She worried that Scott might be using drugs, so she searched his room for evidence of drug use. The reason that she gave was her love for Scott and the fear that drugs could ruin his life.

SOLO PILOT

1. Is it right or wrong for the school to have lock-downs? Why?
2. How would you feel to have a dog sniff you and your possessions?
3. How would you feel if your parent(s) searched your room or personal space?

PILOT

1. Why do you think schools see the need to have lock-downs or similar actions?
2. Why do you think parents would see the need to search their children's rooms?
3. Was it right or wrong for Scott's mom to search his room? Why?

TEST PILOT

1. Where should society and parents draw the line between privacy and safety?

Inventing Success

Failure as an Opportunity for Success

Lesson Plan

OBJECTIVE

Comprehend the principle that an apparent failure can be turned into an opportunity for success.

ATTENTION STEP

Ask the students, “What do Thomas Edison and Albert Einstein have in common?” Allow some time for student responses. Then draw the students into this lesson by stating, “One of the things that these two men had in common is that they were both great failures (Thomas Edison made over 10,000 attempts at the light bulb before succeeding; Albert Einstein failed a year of school.) But the story doesn’t end there, as we all know. Today we will discuss how failure can be an opportunity for success.”

MOTIVATION STEP

Each one of you has fallen short in some goal in your life, I am sure. Yet does that mean you give up your goal? Today’s discussion will be important to you because we all have strengths and weaknesses, failures and successes.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Today you have looked at an everyday occurrence – a story about cadets working toward promotions at their own pace. We’ve discussed how shortcomings, like the situation depicted in the case study, do not have to be seen as failures. As you pointed out, an apparent failure can be an opportunity for success.

REMOTIVATION

Therefore, next time you think you are falling short of a goal or about to fail, I challenge you to turn that thinking around and find something positive. That’s what leaders do; they see opportunities where others see only failure.

CLOSING

“One of the most important lessons that I have learned in life is to know that I do not have to be great to be good”
- Bill Barnes

Inventing Success

CASE STUDY

Andi, Luis, and Chris joined the local squadron together three years ago. Andi is earning five promotions per year and is now the cadet commander. Chris felt too much pressure to keep up with Andi and quit about a year into the program. Luis also feels some pressure about not promoting as fast as Andi and is feeling discouraged.

The deputy commander for cadets told the cadets that they should train well enough to promote as fast as Andi. Andi is not sure about what to do regarding this statement. She knows that most of the cadets are passing the squadron's promotion review boards.

SOLO PILOT

1. Have you ever felt pressure to promote in CAP?
2. Have you wanted to quit CAP because your friends seem to be moving ahead of you?
3. How would you help Luis not feel discouraged?

PILOT

1. How does friendship impact leadership?
2. Describe ways that you have turned failures into opportunities to succeed.
3. How would you counsel Andi in responding to the deputy commander?

TEST PILOT

1. As a leader, what would you do to enable cadets in your squadron to demonstrate individual success? How would you measure their success?

A Right to Remain Silent

When Should a Friend Speak Up?

Lesson Plan

OBJECTIVE

The objective of this lesson is for each student to comprehend the principle that protecting a friend's safety is more important than keeping a secret.

ATTENTION STEP

Place a kitchen knife and prescription drugs into a backpack or purse. While taking out other personal effects have the knife and drugs fall out onto the floor. Then ask the group to describe their reactions and what their responsibility might be when something like this happens.

MOTIVATION STEP

How do we decide between honoring a promise to keep a secret or notifying someone when a friend may be in trouble?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Our discussion topic today was a serious one. We discussed when it is okay to be silent to protect a friend, and when it might be necessary to break that silence in order to get proper help for someone.

REMOTIVATION

When we see something that might be suspicious or potentially harmful in a friend's life, we do have an obligation to "own" knowledge, and if necessary do something with it.

CLOSING

"Sometimes a whisper is the loudest cry for help."

- Chaplain (Col) James Hughes, CAP

A Right to Remain Silent

When Should a Friend Speak Up?

Student Handout

CASE STUDY

Todd, a good-looking athletically-built sophomore, was very popular in middle school. Everyone was surprised when he did not try out for sports when he hit high school. Instead of sports, he became the class clown, learned to play the drums and started a band. Though not having any one particular close friend, he was well liked by almost everyone. His good-natured personality and sense of humor could win over even teachers who weren't impressed by his academic performance. Over time, those closest to him began to see a change in Todd. His once good-humored smile turned to a darker, depressive smirk. Some suggested he was becoming a "pot-head."

At a Friday night football game Todd jumped into the middle of a verbal fight going on between two high school students and he took a swing at one of the guys. Immediately he was taken down to the ground by a local police officer standing nearby and escorted to the gate to remove him from the game. Along with his friend, Calvin, who had come to the game with him, Todd sped out of the parking lot into the street burning rubber as they left. Minutes later Todd was pulled over by a patrolman and issued a reckless driving citation. After the policeman left, Todd leaned over and pulled down the glove compartment in which to place the ticket. As the compartment was opened, several prescription drug bottles fell out onto the feet of his friend. Todd quickly replied, "Oh, they're my folks'." Picking them up and putting them back into the compartment, Todd looks at his friend and says, "Hey, if I wanted to do something I'd use my dad's gun...it's a lot quicker and more efficient!"

SOLO PILOT

1. Have you known people who have made big changes in their behavior? What was that like?
2. Have you ever wanted to stop a fight? Why did you choose as you did?
3. What parts of Todd's behavior could be connected to drug use?

PILOT

1. Where do you think Todd will be in five years if no one gets involved?
2. Would it be a violation of Todd's privacy to tell anyone else without his approval?

TEST PILOT

1. If you were Todd's parents, what would you do if Calvin told you about the drugs in Todd's car?

Small Things Don't Matter?

Cutting Corners and Taking the Easy Way Out

Lesson Plan

OBJECTIVE

The objective of this lesson is to comprehend the idea that little things do matter.

ATTENTION STEP

Bring to the session a completed plastic model airplane and ask, "Is this a big thing?" It's not big in size, but it is big in what it represents - a marvel of engineering, technology, physics and aerodynamics! Then open a box of unassembled model airplane parts. Ask, "Are these little things?"

MOTIVATION STEP

Attention to detail. Maybe you have heard your cadet staff emphasize that. Do small things matter? Today you'll decide if they do.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

What we have looked at today is that little things (like the routine of daily assignments) do have a long-term important effect. In other words, little things over time are big important things. This makes little things, big things.

REMOTIVATION

All of life is made up of little things that are very important. Whether looking at the universe, a beautiful flower or the human body, the picture we see is made up of thousands of very small elements. Take one of these elements away and the beauty of the whole is changed.

CLOSING

A Parable of the Vineyard. "I passed by the field of the sluggard and by the vineyard of a person lacking sense; and behold, it was completely overgrown with thistles and thorns. Its surface was covered with weeds and brush and its stone wall was broken down. When I saw this, I reflected upon it; I looked at it again and received valuable instruction. "A little sleep, A little slumber, A little folding of the hands to rest," I concluded to myself. Then it dawned on me, "as a thief in the middle of the night, so can poverty come to me, all my precious possessions can be taken from me as completely as an armed robber taking everything at gunpoint."

Small Things Don't Matter?

CASE STUDY

Mrs. Gilbert was a notorious tenth grade English teacher. She personally felt it was her responsibility to help prepare her students the best she could to take the ACTs the next year. To do this she instituted the “word of the day” program in order to help build the students’ vocabulary. She said that the scores of her students have increased since she started using this program. Every year she would give a final vocabulary exam based upon all the daily words.

Susie, a CAP cadet and tenth grader, commented to Mindy, her cadet officer, “This assignment is ridiculous! It’s unreasonable!”

The cadet officer said, “Hey, what is important is that you pass the final exam. I know she gives the same test on the same words every year. I’m sure some senior has the test if you just ask around for it.”

Susie went home that night, pondering what to do.

SOLO PILOT

1. What small things can you do that can help you be a better student? Be healthy? Be a better friend?
2. Have you ever been told to do something that seemed unreasonable, but turned out to be helpful? What happened?
3. Have you ever been disappointed in a leader’s advice or recommendation? What did you do?

PILOT

1. Is one word a day a difficult task? If it is, what makes it difficult?
2. Since Mindy is a member and an officer in CAP, does that change the way you think about her recommendation to cheat? How?

TEST PILOT

1. What could leaders do to help people see the value of the “little things”?

We Are Who We Are With

Friends, Values, and Choices

Lesson Plan

OBJECTIVE

The objective of this lesson is for each student to acknowledge the impact friends have on their values and choices.

ATTENTION STEP

Captain Kirk and Spock. Sherlock Holmes and Dr. Watson. Maverick and Goose. What do those pairs have in common? They are friends who strengthen one another's leadership.

MOTIVATION STEP

This case study will explore the need that we all have to be a part of a group as a way of building our identity. As a part of this CAP squadron, you have begun to see yourself in a particular way.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
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- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

State something along these lines, "I think that you all did great in identifying some of the real issues and possible solutions for this case study. I also believe that you have seen that our choice to join a group will influence our values and character. Also, we need to remember our own potential to influence others."

REMOTIVATION

You wear a uniform and try to live according to the CAP core values. As we saw in the context of the case study, friends have an impact on what you value. That is why your CAP experience is so important. – let the CAP and Air Force values develop your full potential.

CLOSING

If you want to develop good character, first pick good friends.

We Are Who We Are With

CASE STUDY

Jack's family had moved to their new home just three weeks before school started. On his first day, Jack moved from class to class without knowing anyone. Lunch seemed to last forever. Nobody seemed to want to talk to Jack on his first day. When he got home that afternoon, Jack was feeling lonely and discouraged.

Jack's dad suggested that he find a group to join, a club maybe. Jack said he would think about it.

The next day Jack was determined to find some people to connect with, but he didn't know where to start. In his old school he had friends and he knew where he could find a group, but here, he didn't know what other kids thought about him or where he could fit in.

SOLO PILOT

1. Have you ever felt lonely at school? What was that like?
2. What groups at school and at other places are you a part of?
3. Why did you join the groups you have joined?
4. What does your CAP membership say about you?

PILOT

1. Besides your friends, who else in your life contributes to who you are?
2. Who or what influences you the most in your choices of what you wear, what music you listen to, what you think is funny and what you think is "cool"?

TEST PILOT

1. If the people in your life influence the kind of person that you are, then what kind of influence can you be on others?

When Good Is Not Good Enough

OBJECTIVE

The objective of this lesson is for each student to comprehend the difference between their evaluation of their own performance and other people's expectations of them.

ATTENTION STEP

"Pass your math test, or don't come home tonight." "If you don't cut a full minute off your mile run time, you're fired from cadet staff." Are those reasonable expectations? No, of course not. But other people do set expectations for you.

MOTIVATION STEP

This lesson will explore the difficult feelings that people have when their performance does not match the expectations of others. Why is that important to you? Because everyday people – parents, teachers, friends, CAP leaders - expect you to live up to their own expectations of you. How should you react to those expectations?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

State something along these lines, "I think that you all did great in identifying some of the real issues and possible solutions for this case study. I also believe that you have seen the importance of knowing the difference between what is good performance and the expectations of others. Also, you have begun to build your own approach to living that will result in self-respect."

REMOTIVATION

People will always have expectations of you, and that can be a good thing because they show their concern for you living up to your potential. But in the final analysis, none of that matters. It is up to you to prepare and perform to meet your goals.

CLOSING

"You are in charge of you."

- Vice Admiral James Stockdale, USN, Medal of Honor recipient

When Good Is Not Good Enough

The Definition of Victory

Student Handout

CASE STUDY

Falcon Squadron had never had a drill team before this year. The idea came from a couple of the cadets who had attended the encampment and came back enthusiastic about developing a team. No one thought much about competitions. Instead, the cadets focused on learning to drill and having fun.

The squadron commander suggested they enter the wing competition. He told them that it would be a good experience for them and just to do the best they could. They entered and finished fourth out of eight teams. The squadron commander praised the cadets for their effort.

Over the next year, the team continued to drill together and genuinely enjoyed working hard. They came to trust and encourage one another. When the next wing competition came, the commander again encouraged them to enter. They agreed and this time they won. Everyone celebrated. The commander told them that they would now compete at the Region competition. He said he expected them to make him proud.

The cadets worked hard and won the region competition. The enthusiasm for the drill team ballooned. They were praised and encouraged by the whole community. The commander said that winning the National Cadet Competition was in their grasp. They would have to focus and work hard. They had the skills and the opportunity, and they had no excuse for not winning.

At the National Cadet Competition, the team did not win. The commander became upset with them and told them that they were all losers and he was disappointed in their effort and performance. He said that they had not performed well and that he was embarrassed to be their commander.

The following year, the squadron did not field a drill team at all.

SOLO PILOT

1. Do you think that the drill team had done a good job? Why?
2. Have you thought that you have done something well but someone else thought was not good? How did you feel when that happened?
3. How do the expectations of parents, teachers, and commanders affect you?

PILOT

1. Can a person, a group or a team win without coming in first? Why or how?
2. How can you respond when people in authority over you are disappointed in your performance?

TEST PILOT

1. What are ways that you can prepare and perform so that you can mentally prepare for a "loss" and continue to demonstrate good sportsmanship?

What Is Your Bent?

OBJECTIVE

The objective of this lesson is for each student to comprehend the principle that our actions are reflections of what we value.

ATTENTION STEP

Items needed: A paper clip for each student. Begin the lesson by asking the students to bend the paperclip into any symbol that they want. Allow the students to share what they made and why.

MOTIVATION STEP

Share with the students, “Just like the paperclip became what you made it, our actions are shaped by what we value. Today we are going to discuss the concept that our actions are reflections of what we value.”

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

State something along these lines, “I think that you all did great in identifying some of the real issues and possible solutions for this case study. I also believe that you are able comprehend that your actions are a reflection of what you do.”

REMOTIVATION

Ask the students to take another look at what they created when they bent their paper clips. Share with the students that they probably gave little thought to the paperclip’s design. Our actions reflect what we value.

CLOSING

As Shakespeare’s Polonius advised Hamlet: “This above all, to thine own self be true.” Your actions will show your values!

What Is Your Bent?

CASE STUDY

To help memorialize the victims of 9/11, the local squadron has obtained permission from the school principal to wear their uniforms on September 11. Robert is in John's class and is very impressed by the sharp uniform. After talking for a while, Robert expresses a keen interest and asks if he can attend a meeting. John tells him about all the exciting things CAP does and gives him the details of where and when the squadron meets.

Robert and his parents arrive at John's squadron at the appointed time but are surprised that no one is there. They wait for 15 minutes and are about to leave when some cars pull into the parking lot. Robert sees John and says, "I thought the meeting started earlier." John laughs and says that no one is ever on time for these meetings. When the meeting does start, Robert believes it is disorganized and the members pay little attention to the commander's lesson.

The next day at school, John asks Robert if he is going to join and is surprised when Robert says no.

SOLO PILOT

1. Have you ever attended a meeting like this one? If so, how did you feel? If not, how do you think you might feel in that situation?
2. How important are first impressions to you?
3. What is something that is important to you and how do you show it?

PILOT

1. How do our actions reflect what we value?
2. How can we help our squadron to present a good first impression?

TEST PILOT

1. Explain how your actions are reflections of what you value.

Can, Should We?

OBJECTIVE

The objective of this lesson is for each student to comprehend that technology does not remove the responsibility to make moral choices.

ATTENTION STEP

Ask the students if they have seen any of the “Jurassic Park” movies and if they remember the questions concerning whether the dinosaurs should have been created. This is the question we will explore today.

MOTIVATION STEP

You probably will not find a way to bring dinosaur fossils back to life, so why does today’s discussion matter? Every day, whether you realize it or not, you make the same choices faced in Jurassic Park. Just because you can do XYZ, should you?”

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

State something along these lines, “I think that you all did great in identifying some of the real issues and possible solutions for this case study. I also believe that you have seen that being able to do something doesn’t give us the right to do it or that technology isn’t always the measure of our values.”

REMOTIVATION

Ask the students to think again about the “Jurassic Park” movies. Do they remember the costs in people hurt and killed?

CLOSING

The measure of a person is not found in what they can’t do, but in what they can do and choose not to.

Can, Should We?

CASE STUDY

While at lunch at school, Jenny's friend Clare was showing everyone the "A" she got on her research paper. "I did this in about twenty minutes. I downloaded it right off the internet. That was a lot easier than having to read a bunch of books," said Clare.

"Where did you get that paper?" asked Jenny, "that looks great."

"There are a couple of really good websites." Clare replied, "All I had to do was cut and paste."

That afternoon, Jenny went home and signed on to the internet and called up the website that Clare had found. She also had a research paper that was due in a couple of days. She figured that to write a five page paper would take her around three hours of research and writing. There were other things to do as well, like basketball practice and Lisa's party on Thursday. After a few minutes, Jenny found all the information she needed in one article. With a few key strokes it would all be over.

As Jenny was about to make her decision, her mom said there was a news story on television that some people had been kicked out of the state university for plagiarism.

SOLO PILOT

1. Is plagiarism stealing? If so, from whom?
2. Can friends share possessions with other friends without that being "stealing"?
3. What are things that people, businesses and governments can do that they should not?

PILOT

1. Is stealing okay as long as you steal from rich people (Robin Hood)?
2. If there is no danger of being caught downloading, is it the right thing to do?

TEST PILOT

1. What responsibilities do you have in choosing how you use the technology that is made available to you?

What Matters Most

Actions Speak Loudest

Lesson Plan

OBJECTIVE

The objective of this lesson is for each student to comprehend the principle that actions speak louder than appearances.

ATTENTION STEP

Items needed: Glass or clear plastic container, medium sized rocks (1-2 inches), pebbles, sand and water. Explain to the group that you need to fill the container. Show them the medium sized rocks and place them in the container. Ask them if the container is full. Drop in the pebbles and ask, “Is the container is full. Drop in the sand and again ask, “Now, is the container full?” Finally, pour in the water and state, “We’ve just seen how something that appeared to be full could contain more.”

MOTIVATION STEP

The students will discuss how their actions say something important about what they value. Share with the students, “Most of us thought that the container was full and were surprised that other things can be added to our full container. Sometimes what we do may contribute like the medium pebbles. Others may contribute like the water. The container of humanity is not full until you place something into it. Today, we are going to discuss what matters most to us in order to understand that we are valued.”

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Today we discussed first impressions and the principle that actions speak louder than appearances. Just because Greg wears a CAP uniform, does not mean that he will be of good character. As many of you pointed out, the test of his character came with how he responded to a dishonest culture at school and how much he valued Julie as a classmate and prospective cadet.

REMOTIVATION

When people see you in uniform, you represent CAP. Some may chuckle at the uniform, but most people will applaud your service and character. Therefore, you have a duty to live up to the best traditions your uniform represents by letting your actions speak louder than your appearance, your uniform.

CLOSING

“Words seem empty and only actions seem great.”

- Woodrow Wilson

What Matters Most

CASE STUDY

Greg recently moved to a new school. At this school he meets students who openly admit to doing drugs, cheating on homework assignments or drinking alcohol. Julie is concerned about the apparent character lapse at this new school and turns to Greg because she remembered seeing him wear a CAP uniform to school one day.

Greg and Julie talk for a while. Julie becomes interested in Civil Air Patrol. Greg hesitates to invite her to the next CAP meeting because the commander is typically late and unorganized. He doesn't want Julie to have a bad first impression.

SOLO PILOT

1. Why do you think Julie assumed Greg was someone of good character?
2. Have you ever heard of students doing anything like what was described in the case study?
3. Is it right or wrong for students to do drugs, cheat on school assignments or drink alcohol?
4. How important are first impressions to you?
5. What value does the squadron commander place upon the members of John's squadron, based upon the commander's actions?

PILOT

1. Describe some of the things that Greg and Julie might agree to do to help address the school's problems?
2. Think about how the squadron commander in the case study behaves. Is there a connection between our actions and what we value?
3. How do you help your squadron present a good first impression?

TEST PILOT

1. Explain how you demonstrate value to others through your actions.

When Truth Is Not Truth

Opinions About Right And Wrong

Lesson Plan

OBJECTIVE

The objective of this lesson is for each student to understand that it is virtually impossible to live without the concept of truth and truthfulness.

ATTENTION STEP

Obtain a copy of USA Today or your local newspaper and show the letter to the editor's page or the editorial page. USA Today always takes a current issue and has two differing responses to it. Ask the cadets what the underlying premise is for this approach – to be “fair and balanced” by showing two opinions or does it underscore that for every issue there is no right or wrong position?

MOTIVATION STEP

Each of you is concerned about right and wrong, otherwise you wouldn't be CAP cadets. And, each of you has opinions about what is right and wrong. What's the difference? Is there one? Today we'll investigate that important issue.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

What we have looked at today is the popular assumption that there really is no truth. This is illustrated when we use statements like, “That's just your opinion,” even when discussing subjects that most moral philosophers and theologians think is clearly wrong. When someone argues, “That's just your opinion,” every concern about right and wrong is no longer valid... the whole of ethics is reduced to individual opinion.

REMOTIVATION

Without a concept of right and wrong, one cannot live a civilized, moral life. There would be no faithfulness, truthfulness, integrity, honesty or commitment. In its place, lying, cheating, immorality, betrayal, and criminal acts become the norm. If there is no truth, then a lawless society is the result.

CLOSING

Luke 6:31 “Just as you want men to treat you, treat them in the same way,”

- Jesus

Romans 13:4 “Do you want to have no fear of authority? Do what is good.”

- Apostle Paul

When Truth Is Not Truth

CASE STUDY

In a high school civics class, Heather heard her teacher, Ms. Wilson, make a comment about what President George Bush said about Islam after 9/11. Quoting the President, the teacher said, “Our fight is not against Islam but against terrorism.” Then the teacher added, “But of course, one person’s terrorist is another person’s freedom fighter or martyr.”

Heather asked the teacher to explain. Ms. Wilson answered, “Well, you know the Palestinians are fighting to regain the land they lost to Israel, so the violence they do is justified and those who die in the cause are heroes. But to Israel, it is considered terrorism. Likewise, when Israel blows up a Palestinian police station or headquarters, it is viewed by Palestinians as terrorism.”

Heather, a CAP cadet officer questioned, “Then what you are saying is that there is no right or wrong on either side?”

SOLO PILOT

1. How would you answer Heather’s question? Is there no right or wrong on either side, only differing viewpoints of the same action?
2. If there is no right or wrong in this situation, how does one determine what is right or wrong in any situation?
3. From where does any society gain an understanding of what is right and wrong?

PILOT

1. What would life be like if we could never find out the truth about anything? How would one understand history or what others are telling me is the truth?
2. If there is no truth, right or wrong, then how can we have a justice system and courts of law that are supposed to determine wrong and innocence?

TEST PILOT

1. What are five or more sources that you use to determine what is right and wrong in your life and in the lives of others?

How to Say “No”

Staying Active, Just Not Too Active

Lesson Plan

OBJECTIVE

The objective of this lesson is for each student to comprehend the importance of making commitments wisely.

ATTENTION STEP

Can you count to 86,400? How long would it take you? That is the number of seconds in one day. How many do you think you can fill with worthwhile activities? Is there a certain number of seconds you should try to fill?

MOTIVATION STEP

Whether you recognize it or not, each one of you is a high-achiever by virtue of your volunteer service in CAP. As high-achievers, you’ll find today’s case study and discussion important because it’s the story of a girl who is trying to use all 86,400 seconds in the day in her quest to get into a top college.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

We’ve had some good discussion on time management, especially how high achievers like you strive to get the most out of every day. As some of you said, that is a noble goal, but not necessarily a responsible or mature goal. You can still be a high achiever by admitting you are only human and have limits.

REMOTIVATION

Even an F-22 cannot fly on afterburners forever. Everyone is vulnerable to burn out. Next time you become so overwhelmed you are about to run out of gas, remember that it was the slow and steady tortoise who beat the sprinting hare.

CLOSING

Ecclesiastes 9:11 “The race is not to the swift, nor the battle to the strong ... but time and chance happens to them all.”

How To Say “No”

Staying Active, Just Not Too Active

Student Handout

CASE STUDY

Becky is a popular, 14-year old high school freshman. She wants to attend a top Ivy League school and eventually become a physician. Knowing that the best colleges are the most competitive ones, she busies herself with a full-load of rigorous courses at school.

Even her extra-curricular schedule is designed to develop her into a well-rounded person, just what colleges want. Her activities include: student council, Civil Air Patrol, soccer, field hockey, a youth group at her church, and a part time job as a receptionist at her dad’s business.

Her mother is determined to help Becky get into an Ivy League school. She is trying to convince Becky to broaden her experiences even more through piano lessons, in addition to her other activities.

As her friend, you have recently become disappointed that she’s never able to go to the movies with you, or do other fun things – since starting high school, she’s always too busy. Usually you two eat lunch together at school, but for the past week she hasn’t shown up for lunch. Becky later tells you that she’s giving up eating lunch at school and finds an empty classroom and takes a nap instead.

SOLO PILOT

1. Do you see any evidence suggesting that Becky is overwhelmed?
2. Have you ever been overwhelmed by your commitments? How did you feel?
3. What kind of goals do you have in school? In CAP? In life?

PILOT

1. What could Becky do to make her schedule easier, allowing her to eat lunch and get enough sleep?
2. If you were Becky, how would you decide which activities to keep and which to say “no” to?

TEST PILOT

1. As Becky’s friend, what advice and encouragement would you give her?

Cadet Boone Comes Home

Rendering Honor and Dealing With Grief

Lesson Plan

OBJECTIVE

The objective of this lesson is to guide cadets in exploring a situation where a member of the squadron has died in service to the nation.

ATTENTION STEP

Start this session by showing the class a picture of the Tomb of the Unknown Soldier and asking them if they know about the tomb and about the soldiers who guard it.

(http://en.wikipedia.org/wiki/Tomb_of_the_Unknowns)

MOTIVATION STEP

With the nation at war it is possible that members and former members of the Civil Air Patrol may give their lives, we need to be prepared to honor them.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review the actions and motivations of each individual in this case study. Point out that it is possible for cadets to be members of the National Guard or the Reserve not on extended active duty. (CAPR 35-3, Para 3.a. (3))

Point out that CAP Chaplains are the only members who have privileged confidentiality. (CAPR 265-1, Para 17.c)

REMOTIVATION

Death is a natural part of living and at some point in our lives we will have to deal with the death of someone we care about. Grieving is a normal reaction to having lost someone who is important to us and when we are grieving it is a good idea to seek the help of others to help deal with the emotional stress.

CLOSING

The day which we fear as our last is but the birthday of eternity.

- Seneca

John 15:13: Greater love has no one than this, that he lay down his life for his friends.

- NIV

Cadet Boone Comes Home

Rendering Honor and Dealing With Grief

Student Handout

CASE STUDY

Major Tom Dow was solemn faced at the opening formation when he announced that Cadet David Boone was coming home. Cadet Chief Master Sergeant Boone was also a Private First Class in the 132nd Military Police Company of the Army National Guard and his guard unit had been sent to Afghanistan four months ago. While on convoy duty Boone was killed by a road side bomb planted by the Taliban.

Boone's parents asked Major Dow if the squadron could provide a cadet color guard to be at the arrival of Cadet Boone's casket and to be at the funeral. Major Dow asked for volunteers for the color guard.

Suddenly from the rear of the formation came a commotion. Cadet First Sergeant Jane Goode had collapsed and was wailing uncontrollably. Her best friend Cadet Second Lieutenant Christy Reed broke ranks and moved to comfort Goode. It was later revealed that Cadet Goode was to have married Cadet Boone when he returned from his tour of duty.

Fortunately, Chaplain Mark Gottmann was present at the meeting; he took Cadet Goode to a private office to counsel with her. At the closing formation Chaplain Gottmann was asked to pray. The prayer centered on asking for Divine comfort for the grieving and for the strength to love our enemies. After the meeting Major Dow asked the chaplain about the counseling with Cadet Goode. The chaplain's answer seemed to suggest that he had learned something but could not divulge what it was.

SOLO PILOT

1. Have any of you had a close friend die? If yes, how did you feel?
2. Would you be willing to volunteer to be part of a color guard for a funeral for someone that you might not know?
3. What do you think of C/1st Lt Reed breaking ranks?

PILOT

1. Why do you think young men and women risk their lives by serving in the military?
2. What role do you think Chaplains play in the military and the Civil Air Patrol?

TEST PILOT

1. As a Civil Air Patrol cadet, how can you help people who have lost a loved one in military service?

How Did You Get Here

Unauthorized Entry?

Lesson Plan

OBJECTIVE

The objective of this lesson is for each cadet to consider how to respond to suspicious behavior.

ATTENTION STEP

Show a clip from an exciting or important MLB baseball game. Focus as much as possible on the enthusiastic fan reaction to the play on the field.

MOTIVATION STEP

As a cadet in CAP, you should have a good idea of what is right and wrong in most situations. Some behavior is clearly wrong. How do you respond if you see behavior that is not wrong, but suspicious?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Some people have figured out how to get around the rules to get what they want. Sometimes the breaking of a rule is not clear to see and you have a feeling or thought that something is just not right.

REMOTIVATION

Each of us must decide how to handle suspicious behavior. In CAP, suspicious behavior needs to be cleared up quickly. This protects the integrity of the people involved and the organization as a whole.

CLOSING

"When I see a bird that walks like a duck and swims like a duck and quacks like a duck, I call that bird a duck."
- James Whitcomb Riley

How Did You Get Here

Unauthorized Entry?

Student Handout

CASE STUDY

Darin, Shawn, and Mike were great friends. They did everything together, including their membership as cadets in the same CAP Squadron.

A few weeks ago, at the squadron meeting, the cadets had planned a tour of a restricted portion of the local airport. After taking accountability before the start of the tour, the commander noted that several cadets including Mike were not present. The commander stressed that cadets must be on their best behavior to avoid breaking laws, or damaging the squadron's reputation with the facility manager. The group then entered the restricted area to take the tour. During the middle of the tour, in the top of the air traffic control tower, Darin and Shawn realized that Mike not was there, as part of the group.

After the tour, the squadron commander mentioned that the facility manager was concerned because a motion sensor had been tripped during the tour. However, security never found the cause.

The other day, Darin Shawn and Mike were planning to go to a professional baseball game. Tickets were expensive, and hard to find, but Darin and Shawn were able to get tickets through the ticket office. Mike couldn't get a ticket though, and it was well known that neither he nor his family had the kind of money to buy a ticket. Mike hung out all day that day with Darin and Shawn, and went with them to the park. When they got to the gate, Mike said "See ya later".

Darin and Shawn went in to the park to watch the game. In the middle of the fourth inning, Mike joined Darin and Shawn in the stadium, exclaiming "What a Game!" When asked how he got in, Mike replied "Don't worry about it" and went on cheering for his favorite team.

SOLO PILOT

1. Have you ever been on a CAP field trip and been allowed into a restricted area? What happened?
2. What was suspicious about Mike's behavior at the airport and the baseball game?
3. How do you think Mike got in to the restricted area at the airport? At the ball park?

PILOT

1. Did Darin and Shawn have any "hard evidence" that Mike had done something wrong at either the airport or the ballgame? If so, what was it?
2. The tickets to the baseball game were expensive. Would that justify Mike if he had found a way to sneak into the game without paying?

TEST PILOT

1. If you were a cadet leader in your squadron, would you report Mike's actions? What would you say and to whom?

Trauma

Encounter with PTSD

Lesson Plan

OBJECTIVE

The objective of this lesson is to guide cadets in exploring the ramifications of Post-Traumatic Stress.

ATTENTION STEP

Start this session by listing the kinds of experiences that can cause post-traumatic stress.

MOTIVATION STEP

Relate these facts from: http://ncptsd.va.gov/ncmain/ncdocs/fact_shts/fs_children.html
http://www.aacap.org/cs/root/facts_for_families/posttraumatic_stress_disorder_ptsd

Results from studies indicate that 15 to 43% of girls and 14 to 43% of boys have experienced at least one traumatic event in their lifetime. Of those children and adolescents who have experienced a trauma, 3 to 15% of girls and 1 to 6% of boys could be diagnosed with PTSD

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Everybody eventually will experience bad things and stress in their lives and each individual handles these situations differently. The thing to remember is that sometimes we may need help in dealing with these situations. That help may be just talking it out with a friend or someone you trust, or you might need to see a professional. Whatever the case there is no shame receiving help.

REMOTIVATION

Point out that CAP has a Critical Incident Stress Management (CISM) program. You may want to review CAPR 60-5, *Critical Incident Stress Management*.

CLOSING

“PTSD is a normal reaction to abnormal circumstances.”

- Unknown

James 1:12 “Blessed is the man who perseveres under trial, because when he has stood the test, he will receive the crown of life that God has promised to those who love him.”

- NIV

CASE STUDY

Sixteen year old Cadet Airman First Class Betty Scott missed several meetings when she was injured in a very bad car accident. She spent three weeks in the hospital and for two months she wore a cast on her right leg. Now she has a slight limp and a noticeable scar on her right cheek that she tries to keep covered.

Except for running she can do the physical fitness tests. Cadet Scott seemed to be acting normally during the first few meetings after she returned, but as time passed there were noticeable changes in her attitude. Her outgoing and attentive personality had been replaced with reclusive and distracted behavior. She passed up two opportunities to test for promotion. It was also noticed that Scott has lost a lot of weight and that her uniform just hangs on her now.

When this was pointed out she became very defensive and ran off to the ladies locker room. Cadet Scott's squad leader and friend Cadet Staff Sergeant Fay Hogan went after her and found her sitting on a bench crying.

Cadet Hogan learned that Cadet Scott felt responsible for the car crash and keeps having nightmares about it. She was not the driver of the car, but she was the only survivor. Her boyfriend and two other friends had not survived.

Later that evening Cadet Hogan discussed Cadet Scott's situation with the squadron commander.

SOLO PILOT

1. What are some ways that you have seen people deal with traumatic events in their lives?
2. What aspects of Cadet Scott's experience would be painfully traumatic for her?
3. What are some activities in CAP that could expose its members to PTSD?

PILOT

1. What CAP programs help counter Post Traumatic Stress?
2. What responsibilities do people have to have others during their traumatic moments?

TEST PILOT

1. If you were the squadron commander, what are some options that you would have or implement to help members of the squadron deal with trauma issues?

Direct Action

IS THERE A LINE BETWEEN WAR AND ASSASSINATION?

Lesson Plan

OBJECTIVE

The objective of this case study is for cadets to discuss the moral distinctions between assassination and general warfare.

ATTENTION STEP

When we target the leaders of a nation for killing, important questions need to be asked. This is doubly true when the people we target are part of a nation that isn't actually at war with us. While we might find ourselves needing to kill our enemies, certain questions do arise.

“Murder by legal sentence is immeasurably more terrible than murder by brigands.” - Fyodor Dostoevsky

MOTIVATION STEP

In war, we target key parts of enemy infrastructure, like oil pipelines and communication. We also target the enemy leaders. But that raises an important question: what distinguishes assassination from simple military action?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

War in the 21st century is complex. As we fight enemies who fight for ideals rather than specific states, we come across challenging questions. How do we determine if a killing is justified? Is there a line between murder, assassination, and “targeted killing”?

REMOTIVATION

We are keepers of our republic. We must therefore be mindful of how its power is exercised. This is the noble duty of the citizen.

CLOSING

“The balance of power is the scale of peace. The same balance would be preserved were all the world destitute of arms, for all would be alike; but since some will not, others dare not lay them aside. And while a single nation refuses to lay them down, it is proper that all should keep them up.”

- Thomas Paine

Direct Action

CASE STUDY

Osama bin Laden. Perhaps the most hated terrorist in human history, responsible for the deaths of thousands of Americans. After a lengthy ten-year manhunt following the terrorist attacks of 9/11/2001, bin Laden was found in Pakistan and killed by a U.S. special operations team.

Questions have come up regarding the death of bin Laden. Some have suggested that the operators involved in the attack on his compound were told to kill him, regardless of whether or not he tried to surrender. Others have suggested that he was treated in accordance with standard laws of war, and was shot during a lawful military operation.

At the same time, American drones have killed hundreds of terrorist operators throughout the Middle East. All in all, our actions have decimated al-Qaeda, which has hopefully saved American lives.

SOLO PILOT

1. What is the difference between assassination and regular military killing?
2. Why would the U.S. want to kill individual people through targeted killing and assassination?
3. Who should decide whether a person is a target of assassination, military officers, such as generals, or politicians, such as the President of the United States?

PILOT

1. Is killing the leader of a nation a legitimate military act?
2. Is it ethical for our nation to kill citizens of another nation if we are not at war with that nation?

TEST PILOT

1. If you had to make a decision on how to deal with a threat to American citizens, how would you prioritize your responses among the following: negotiation, sanctions, assassination, kidnapping, military intervention, drone attack, bombing.

Good Enough for Government Work

Doing Your Best

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to understand the importance of excellence in all we do.

ATTENTION STEP

Have you ever heard the phrase, “Good Enough for Government Work?” What do you think it means?

MOTIVATION STEP

On May 25, 1979, American Airlines Flight 191, a McDonnell Douglas DC-10-10, lost control and crashed near O'Hare International Airport in Des Plaines, Illinois. The cause for the crash was found to be improper maintenance which led to the loss of an engine. The crash killed all 271 passengers and crew on board, as well as two people on the ground. It remains the deadliest single-aircraft accident in United States history, and was also the deadliest aviation disaster until the September 11 attacks in 2001. Many people died because someone did not do their job well.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review the case study using FACS. Pointing out that the things we do in CAP are important and we cannot afford to take short cuts and risk safety.

REMOTIVATION

Close by saying that CAP expects its members to live up to the core values. Peter Drucker, the famous author of many books on leadership and management puts it this way, “Management is doing things right, leadership is doing the right things.

CLOSING

By the work one knows the workmen.

- Jean De La Fontaine (1621 - 1695)

2 Timothy 2:15 “Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth.”

- NIV

Good Enough for Government Work

Doing Your Best

Student Handout

CASE STUDY

Cadet Airman Steve Parr (age 13) from the Wilbanks Composite Squadron was participating in a SAREX held by his wing. He had been assigned to the aircraft parking area and had been carefully instructed in his flight line duties. Capt. George Patterson, the Flight Line Supervisor for this SAREX, had periodically checked on work that Cadet Parr was performing and was quite impressed with the job he was doing. He saw that Parr took his work seriously and did everything vigilantly, just as he had been taught. When it came time to stop for the day Capt. Patterson instructed Cadet Parr to check the aircraft to make sure the chocks were in place and that all six of the aircraft were tied down properly.

Cadet Parr was half way through checking the tie downs when Cadet Technical Sergeant Jose Melendez (Age 15) came up to him and told him that the bus was loaded and ready to take everyone to supper and that Parr was holding everyone up. Cadet Parr explained that he had not finished checking the tie downs. Cadet Melendez took a couple of steps back, looked down the flight line and said he could see that every aircraft had a tie down and that the job Parr had done was “Good enough for Government Work” and to get on the bus. As they were leaving, Capt. Patterson called out asking if all of the aircraft were secure. Cadet Melendez yelled back to the senior member that Cadet Parr had checked all of the aircraft and that everything was “OK”.

After supper, Cadet Parr saw low dark clouds in the sky and that the wind was gusty and blowing much harder than earlier. He wondered if he should do or say anything about the aircraft on the flight line.

SOLO PILOT

1. Have you ever received conflicting orders from different leaders?
2. What bad things could happen in this situation?
3. Have you ever participated in a SAREX and what happened?

PILOT

1. Was Cadet Parr disobeying Capt Patterson’s orders when he got on the bus? Why or why not?
2. What does “good enough” mean?

TEST PILOT

1. If Cadet Parr came to you after supper with his concerns how would you advise him?

No Joking Matter

Cyber bullying

Lesson Plan

OBJECTIVE

The objective of this lesson is to guide cadets in examining the use of CAP core values during the use of the internet.

ATTENTION STEP

Start this session by asking if anyone has seen the TV commercials by the Ad Council on Cyber bullying and how they felt about them.

MOTIVATION STEP

Relate these facts from <http://stopbullyingnow.hrsa.gov/adults/cyber-bullying.aspx> see also <http://www.ncpc.org/cyberbullying>

- 18% of students in grades 6-8 said they had been cyber bullied at least once in the last couple of months; and 6% said it had happened to them 2 or more times (Kowalski et al., 2005).
- 19% of regular Internet users between the ages of 10 and 17 reported being involved in online aggression; 15% had been aggressors, and 7% had been targets (3% were both aggressors and targets) (Ybarra & Mitchell, 2004).

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Cyber bullying has increased in recent years. In nationally representative surveys of 10-17 year-olds, twice as many children and youth indicated that they had been victims and perpetrators of online harassment in 2005 compared with 1999/2000 (Wolak, Mitchell, & Finkelhor, 2006).

REMOTIVATION

Courage is fire, and bullying is smoke. - Benjamin Disraeli

CLOSING

Exodus 23:2: "Do not follow the crowd in doing wrong. When you give testimony in a lawsuit, do not pervert justice by siding with the crowd." - NIV

No Joking Matter

Cyber bullying

Student Handout

CASE STUDY

During an inspection formation, a fight broke out between Cadet Staff Sergeant Megan Myers and Cadet Airman Basic Sarah Wilcox. After being separated, they were sent to different rooms. The Cadet Commander and the Squadron Commander began by questioning Cadet Wilcox. C/AB Wilcox said that C/SSgt Myers attacked her and that she was only defending herself. She further stated that she had only been joking and had not expected to be attacked.

C/Capt Anders then went into the next room to question C/SSgt Myers. Before the commander could ask the first question Myers broke out in tears and cried. Between sobs, she said that a picture of a cow with her face had been posted on a popular internet website and underneath the picture was her name. She also had received several emails calling her a cow and other nasty names.

She said that a couple of meetings ago she was checking the cadets in her squad just prior to being inspected. She found several problems with C/AB Wilcox's uniform and had pointed them out to her. She continued down the line of cadets when she heard someone call out "MOO" and she was sure that it was Cadet Wilcox. When she confronted Wilcox about it, Wilcox smiled and said, "Got Milk."

SOLO PILOT

1. Have you ever been bullied or seen someone else bullied in school? How do you feel about this type of activity?
2. How do you define "Cyberbullying" and do you think this applies to this situation?
3. Does being a higher rank prevent a person from being bullied?

PILOT

1. How are ways that people bully one another?
2. Why do people use the internet to bully?

TEST PILOT

1. How can you who respect for others in CAP and how would you encourage others to be respectful?

Payback

To Prank Or Not To Prank

Lesson Plan

OBJECTIVE

The objective of this lesson is to guide cadets in exploring the impact of playing a prank on someone.

ATTENTION STEP

Start this session by making it appear that someone has played a prank on you. Possibly opening a can with a spring loaded snake in it or sitting on a "whoopie cushion".

MOTIVATION STEP

We have all met people who have treated us badly or made life difficult for us and we have thought how nice it would be to extract revenge. However we should ask ourselves if revenge is the right answer.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Sometimes we can be tempted to extract "payback" for perceived wrongs, but in doing so we show ourselves to be no better than the person who wronged us.

REMOTIVATION

One of the hallmarks of a good leader is the ability to overlook the transgression of others and offer forgiveness. In doing so, not only have we avoided making a bad situation worse but increased the possibility of turning a bad relationship into a good one.

CLOSING

“In taking revenge, a man is but even with his enemy: but in passing it over, he is superior.”

- Sir Francis Bacon

Romans 12:17: “Do not repay anyone evil for evil. Be careful to do what is right in the eyes of everybody.”

- NIV

Payback

CASE STUDY

Last year Cadet Staff Sergeant Mary Trice from Twin Hills Cadet Squadron attended her first encampment. She was assigned as a squad leader in Alpha Flight. The Alpha Flight Leader was Cadet First Lieutenant Stacy Rodman from the Big Thunder Composite Squadron. There was a long-standing rivalry between the members of both of these squadrons.

From the very first day there were problems between these two cadets. Cadet Lt Rodman was very critical over every-thing that Cadet Trice did or didn't do. It seemed that there were two standards within the flight; a very rigid standard for Trice and her squad, and a more lax standard for the rest of the flight. Other cadets were also complaining that Cadet Rodman was unfair and callous.

C/MSgt Fred Brown approached C/SSgt Trice and suggested they play a prank on C/1st Lt Rodman. He suggested that Trice steal one of Rodman's undergarments and run them up the headquarters flagpole. While Trice did not like Rodman, she hesitated. Cadet Brown then reminded her of the unfair treatment she and her flight had received. He encouraged her to put Cadet Rodman in her place for the sake of herself and her flight. She said she would think about it.

SOLO PILOT

1. Has anyone ever played a prank on you? How did it make you feel?
2. Why do you think people play pranks on each other?
3. Have you ever been treated unfairly? If so explain?

PILOT

1. Besides a prank, what are other options that Cadet Trice has in dealing with the perceived unfair treatment?
2. What can a leader do to prevent this kind of situation?

TEST PILOT

1. As a leader at the encampment, how would you respond if Cadet Trice had decided to play the prank on Cadet Rodman?

The Initiation

Hazing?

Lesson Plan

OBJECTIVE

The objective of this lesson is to guide cadets in exploring the destructiveness of hazing.

ATTENTION STEP

The Marine Corps has a slogan: The Few, The Proud, The Marines. What do you think that implies?

MOTIVATION STEP

Elite military units such as Air Force Para Rescue, Army Special Forces, Marine Recon and Navy Seals and these units have high Esprit De Corp and tough training. Some of the training is designed to be an initiation into the organization. If possible, show a short video or a movie clip showing a drill sergeant yelling at the troops.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review the CAP Cadet Protection Policy, CAPR 52-10 with an emphasis on proper conduct regarding hazing.

REMOTIVATION

Being proud to be a member of unit is encouraged, but hazing robs the unit of that pride.

CLOSING

Hazing is an extraordinary activity that, when it occurs often enough, becomes perversely ordinary as those who engage in it grow desensitized to its inhumanity.

- Hank Nuwer

1 Peter 2:17: "Show proper respect to everyone: Love the brotherhood of believers, fear God, honor the king."

- NIV

The Initiation

Hazing?

Student Handout

CASE STUDY

The Soaring Eagle Composite Squadron has a long history of accomplishment. It has been awarded several Unit Citations and Certificates of Merit. The unofficial squadron motto is, "Failure is Not an Option." They field three well respected Search and Rescue Ground Teams. Each team is led by one or two senior members who are experienced and qualified as a Ground Team Leaders (GTL).

For the past three months, Senior Flight Officer (SFO) Bernard Sharpe has led one of the teams. He was a cadet for four years; earned the Eaker Award and two years ago he became a senior member. He has been ground team qualified for four years and wears the Senior Ground Team Badge. There are seven cadets on the team, six of which have been with the team for over two years; all wear the Basic Ground Team Badge. The newest member, C/SrA Jack Spencer joined the team two months ago.

The team was taking part in a statewide SAREX, being held in a heavily forested mountain area. Because of its overall experience level and the physical fitness of its members, they were assigned to a foot search of the most difficult terrain. Six hours into the search the team finds itself in a deep canyon and out of radio contact. SFO Sharpe tells the team to eat lunch while he goes to higher ground to make radio contact. He leaves the Cadet First Sergeant in charge. Each cadet had received Meals Ready to Eat (MRE) for lunch. The accessory packs contain a small bottle of Tabasco Sauce. After they finish their MREs there are five bottles of Tabasco left. Cadet Spencer is told that if he wants to be a real member of the team he has to pass an initiation. The initiation is to drink all five bottles of Tabasco. Cadet Spencer gets through three bottles before he vomits.

SOLO PILOT

1. Have you ever been through an "initiation"? What was it like?
2. Why are you proud to be a member of your unit?
3. What does it mean to have Esprit De Corps?

PILOT

1. Do you think that the First Sergeant's method of initiation to the team would build pride in the unit?
2. Do you think this initiation could be considered hazing? Why or why not?

TEST PILOT

1. What are ways that you can create pride in your unit without embarrassing or humiliating other members of the unit?

The Tattle Tale

Doing the Right Thing?

Lesson Plan

OBJECTIVE

The objective of this lesson is to help cadets understand the importance of integrity in telling the truth.

ATTENTION STEP

Start this session by asking the students, “Do you think it is possible to do the right thing for the wrong reasons?”

Give them a few minutes to respond before going into the case study.

MOTIVATION STEP

Sometimes we need to question our motives for the actions we take and ask ourselves are we doing the right thing for the right reasons. We have to be careful to how we are telling the truth when we are telling the truth.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

In reviewing the actions and motivations of the people in this case study will show the importance of integrity in telling a story. The CAP core value of integrity provides an effective guide to the decisions that we make in all situations.

REMOTIVATION

Some decisions may be right in the sense that they are legal or covered by acceptable social standards, may actually be the wrong because of the unnecessary destruction they cause. A careful reflection on our motivations for an action is always the mark of a person of integrity and excellence.

CLOSING

Envy is the art of counting the other fellow's blessings instead of your own.

- Harold Coffin

Proverbs 14:30: “A heart at peace gives life to the body, but envy rots the bones.”

- NIV

The Tattle Tale

Doing the Right Thing?

Student Handout

CASE STUDY

Cadet Senior Airman Mike Jones and Cadet Master Sergeant Fred Long joined the squadron at the same time. By studying harder Cadet Long achieved rank faster than Cadet Jones. As the months passed, Cadet Jones became more and more resentful of Cadet Long's success.

During one meeting, Captain Alice Fay, the squadron Public Affairs Officer, took some pictures of cadet training for a news article with her 35mm camera. After taking the pictures she left the camera unattended on a desk in the classroom. C/A1C Pat Ryan saw the camera and picked it up to look at it. Cadet Long saw Ryan with the camera and recognized it as belonging to Capt Fay. Long approached Ryan and told him to put the camera back on the desk. Cadet Ryan attempted to hand the camera to Cadet Long, but he released the latch and the back of the camera popped open and exposed the film.

Cadet Long exclaimed, "Oh, great, look at what happened. Now I'll have to tell Captain Fay that her pictures are ruined." However, before he could do so he was called away to teach a class.

Cadet Jones had seen what had happened and he immediately went to find Captain Fay. He found her with the squadron commander, Major Pete Reed. He walked up to them and reported, "Captain Fay, I'm sorry to have to tell you this but I just saw Cadet Long with your camera and back of it was open. I think he may have ruined the pictures you took."

SOLO PILOT

1. What do you think motivated Cadet Jones to report to the senior members about Cadet Long?
2. Should Captain Fay have felt safe in leaving her camera unattended with cadets around? Why?
3. What do you think of C/MSgt Long's choice to teach the class instead of reporting to Capt. Fay?

PILOT

1. Who was to blame for the camera being broken and why?
Capt Fay, Cadet Ryan, Cadet Long?
2. What would you expect the commander to do with the information reported by Cadet Jones?

TEST PILOT

1. What advice and guidance would you give cadets to encourage competition without creating resentment?

Profanity

Is Profanity Wrong?

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to understand how profanity can be disrespectful of other people. NOTE: Teaching a lesson on profanity without using actual examples can be challenging.

ATTENTION STEP

Have you ever heard the phrase, “to swear like a trooper?” What do you think it means?

MOTIVATION STEP

In 1939, the movie *Gone With the Wind* caused a public uproar because at the end of the movie the male leading character, Rhett Butler, uttered, “Frankly my dear, I don’t give a d**n. Since that time words that would have been considered offensive, vulgar or profane have become very common throughout our society, to the point some of these words show up in programs that are intended for small children.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review the case study using FACS.

Define what it means to be profane. This on-line dictionary may be helpful.

<http://www.thefreedictionary.com/profanity>

REMOTIVATION

Close with, “Ten reasons why I swear.” Available at:

<http://www.biblebelievers.com/TenReasons1.html>

CLOSING

I wanted to cut down on the profanity, because I think I'm funnier without sayin' a lot of cuss words.

- Chris Tucker

Col 3:8: “But now you must rid yourselves of all such things as these: anger, rage, malice, slander, and filthy language from your lips.” - NIV

Profanity

Is Profanity Wrong?

Student Handout

CASE STUDY

At the weekly meeting of the Flying Tigers Composite Squadron, Chaplain Swofford heard a noise coming from the men's bathroom. When he looked in, he found Cadet Tommy Smyth sitting on the floor and crying. Smyth was young, just old enough to join as a cadet and had joined the squadron the previous month. When the chaplain asked what was wrong Cadet Smyth told him that Cadet Chief Master Sergeant Bruce Bullard had cussed him out and called him a bad name. After encouraging and reassuring Cadet Smyth, the chaplain led him back to the class for new cadets. Chaplain Swofford sought out Cadet Bullard.

The chaplain found the cadet sergeant helping inventory uniforms and asked to speak with him privately. When questioned about what had happened Cadet Bullard admitted calling Cadet Smyth some names, but said he did not use any words that he had not heard the senior members and other older cadets' use.

SOLO PILOT

1. Have you ever had someone call you bad names? If so, how did it make you feel?
2. In what situations have you heard profane language used?
3. What makes a word profane?

PILOT

1. Why do people use profane words?
2. Other than using profanity, how else might you be able to express yourself?

TEST PILOT

1. If you were the Cadet Commander and found this type of situation present in your squadron how you would go about correcting it?

Unsung Heroes

Worthy of Our Respect

Lesson Plan

OBJECTIVE

The objective of this lesson is to explore the meaning of heroism and showing respect for our heroes.

ATTENTION STEP

Start this session by asking: What does a hero look like? (Allow the cadets' time to respond.)

MOTIVATION STEP

There are heroes who have done incredible deeds, they walk among us unsung and unnoticed for their heroism. A few heroes are well known like the actor Audie Murphy; he was awarded the Medal of Honor and many other awards for valor. However did you know that James Stewart was awarded the Distinguish Flying Cross and that comedy star Charles Durning was awarded the Silver Star and a Purple Heart? Or that Eddie Albert was awarded the Bronze Star and that Lee Marvin received a Purple Heart for being wounded during the attack on Saipan?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Point out that everyone should be treated with a measure of respect, because you never can tell when you may be in the presence of an unsung hero.

REMOTIVATION

Reveal the lives of these two Medal of Honor Recipients, who became janitors at two of our service academies: Robert "Bobbie" E. Brown and William J. Crawford. Go to the following websites for information.

<http://www.arlingtoncemetery.net/bebrown.htm>

http://www.homeofheroes.com/profiles/profiles_crawford_10lessons.html

CLOSING

"Heroes are people who rise to the occasion and slip quietly away."

- Tom Brokaw

Hebrews 13:2 "Do not neglect to show hospitality to strangers, for by this some have entertained angels without knowing it."

Unsung Heroes

Worthy of Our Respect

Student Handout

CASE STUDY

The Mountain View Cadet Squadron holds its meetings at the Billy Edwards National Guard Center on Thursday evenings. Usually while they hold their meetings the civilian janitor comes in to mop, wax and buff the hallways. The janitor's name is Charles "Old Charlie" Brown; he is in his mid-60's, has thin gray hair, walks hunched over and has a pronounced limp. Most Thursday evenings the cadets and Old Charlie get along just fine, however one evening things didn't go so well. While Mr. Brown was doing his job the cadets were outside doing PT. It had rained earlier in the day and the area where the cadets were doing their exercises was muddy. When the cadets came back inside they walked with their muddy shoes over the floors that Mr. Brown had just waxed and buffed. Mr. Brown became upset and said, "Hey, you youngsters should have wiped your feet at the door. Look at this mess and I just cleaned this floor."

One of the cadets answered back, "You want some help old man, here," and he kicked over the mop bucket, spilling water all over the floor. Vader said, "Now all you have to do is mop it up," and walked off.

A few months later the squadron held an awards banquet and the Squadron Commander made the following introduction. "Ladies and Gentlemen, tonight I have the great honor to introduce to you our guest speaker. He is a humble man but also a man of great courage, a recipient of the Medal of Honor. I give you, Master Sergeant Charles Brown, U. S. Army Retired." Out limped, "Old Charlie", wearing his old Army uniform, over the left breast pocket was five rows of ribbons, in the top row were ribbons for the Silver Star and a Purple Heart with several Oak Leaf clusters. Around his neck was a pale blue ribbon which held a medal, a five pointed star.

SOLO PILOT

1. Have you ever known anyone who did a brave deed? If, yes what did they do that was considered brave?
2. Do you think that you could ever do anything brave?
3. Are heroes special people, or can just anyone be a hero if given the opportunity?

PILOT

1. What other ways can a person show heroism that does not require the risk of life or going to war?
2. How should members of Civil Air Patrol treat others?

TEST PILOT

1. As a CAP member how can you show respect for American heroes and how can you encourage others to do the same?

My Decision

Even When Nobody Will Know

Lesson Plan

OBJECTIVE

The objective of this lesson is to guide cadets in exploring the challenge of making a decision that no one else knows the outcome.

ATTENTION STEP

Start this session by taking out some change and counting it. Then announce that you recently made a purchase but think that the sales clerk gave you the wrong change and wonder what you should do about it.

MOTIVATION STEP

Sometimes a person can be placed in a situation when the consequences are not always obvious, particularly when others might not know our decision.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

There can be times in our lives when what we do is not known by other people. The mark of true character is to do the right thing even when others will never know. When we do this we program ourselves to look for the right thing to do. Like computer programs that default to a predetermined setting, we learn to default to ethical thinking, which helps us decide a course of action when the right or wrong is not immediately obvious.

REMOTIVATION

One of the hallmarks of a good leader is build a reputation for being honest and truthful in all of our dealings. We begin by being honest and truthful in our thoughts and with ourselves. In turn this characteristic will be seen by others.

CLOSING

Real integrity is doing the right thing, knowing that nobody's going to know whether you did it or not.

- Oprah Winfrey

Proverbs 21:2-3: "All a man's ways seem right to him, but the LORD weighs the heart. To do what is right and just is more acceptable to the LORD than sacrifice."

- NIV

My Decision

Even When Nobody Will Know

Student Handout

CASE STUDY

Cadet Senior Airman Jim Melendez attended a SAREX recently. Because of his communications training he was assigned to the communications section. He spent the morning receiving and distributing messages and recording them in the communications logbook.

Just before noon it was decided to send someone to a local fast food restaurant to purchase lunch, Cadet Melendez was given the assignment. He went to all sections and took everyone's order. He was very careful in writing down how much money he had collected from each individual. When he had finished he had orders for 22 meals and had collected over \$100.00. A couple of senior members drove Cadet Melendez to the restaurant and helped him carry the food and drinks. After they returned to the mission base Melendez delivered the meals and gave everyone their change.

When he sat down to eat his lunch he checked the money that he had left in his pocket and found that he had ten dollars more than he should have. He quickly reviewed the list of money he collected and the receipt from the restaurant. He knew that he had given everyone their correct change and couldn't figure out where the extra ten dollars came from, now he was wondering what he should do. He could keep the ten dollars and nobody would know.

SOLO PILOT

1. Have you ever had a problem and didn't know what the right thing to do was? What happened?
2. Can a cadet airman be trusted with handling money? How about a cadet NCO or Officer? Should the age of the cadet be considered?
3. Would it make a difference if it were only a \$1.00 or ten cents?

PILOT

1. If Cadet Melendez does not know where the extra money came from do you think it would be alright to say nothing and keep it?
2. What if he had been short \$10 instead over?

TEST PILOT

1. How can you express your integrity in the decisions you are making that no one knows you are making?

The Pick of the Crop

Making a difficult decision

Lesson Plan

OBJECTIVE

The objective of this lesson is to guide cadets in exploring the challenges of making decisions.

ATTENTION STEP

Start this session by showing the audience two items (example, two ties) and state? "I've got to decide between these two (ties) and I'm not sure which to choose. One was given to me by my (wife, mother, et.) the other was given to me by (father, son, et.). Either one I select will make someone unhappy."

MOTIVATION STEP

Sometimes we must make decisions that will not make everyone happy.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Pointing out that everyone in the case study had their strong and weak points. To make the best choice for a new Cadet Commander required an evaluation of more than just their resumes. Likewise when we consider people to hang out with or to be our friends we need to look at the total person not just the superficial personality.

REMOTIVATION

One of the tests of true character is the ability to make the difficult decisions and to be strong enough to stand behind the decision once it has been made. Making decisions in the best interest of the whole group is the challenge of leadership even if they do not please everybody.

CLOSING

It's not hard to make decisions when you know what your values are.

- Roy Disney

Decisions become easier when your will to please God outweighs your will to please the world.

- Anso Coetzer

Proverbs 16:16: "How much better to get wisdom than gold, to choose understanding rather than silver!"

The Pick of the Crop

Making a difficult decision

Student Handout

CASE STUDY

Major Fred Bell is the commander of Falcon Cadet Squadron. He needs to appoint a new Cadet Commander because the previous commander left to attend college in a different state. He wants to make the best and most ethical choice he can. The following cadets are the best candidates and each has expressed an interest in the position.

a. His highest ranking cadet is 16 y/o C/1st Lt Jane Wyner, the current cadet administrative officer. She makes excellent grades and is hard working. She is short, thin and has difficulty with the PT tests. Cadet Wyner is timid and has a high squeaky voice making her difficult to understand. In the past she has had a hard time making decisions and taking action.

b. The second ranking cadet is 17 y/o C/2nd Lt Brad Hunter, who is Alpha Flight Leader. He is tall, good looking, and the cadets are drawn to him. Cadet Hunter is bright but doesn't like to study so he just gets by on his tests. He is a thrill seeker who takes chances and plays practical jokes on people. He does a good job if he is well supervised.

c. The third ranking cadet is 17 y/o C/2nd Lt Ira Means, who is the Leadership Officer. He is a defensive guard on his school football team and he is on the wrestling team. His size and booming voice make him an imposing figure. Cadet Means has to study very hard to make passing grades. He is a strict disciplinarian and wants to join the Marines.

d. The fourth possibility is 16 y/o C/M.Sgt. John Wade, the squadron first sergeant. He is of average height and build. Cadet Wade is a reliable worker, and is respected by both cadets and seniors. He makes good grades and will test for his Mitchell Award next month. Wade takes the initiative when the need arises. He shows mature judgment in the accomplishments of his tasks.

SOLO PILOT

1. What do you look for in a leader in CAP?
2. What factors such as rank, age, academics, appearance and such do you think should be used in making this decision?
3. How do you think the hurt feelings of the cadets who were not selected should be handled?

PILOT

1. What problems might arise if Major Bell picks one of the lower ranking candidates?
2. What is more important when making a decision; the mission or the people and why?

TEST PILOT

1. Who would you choose as the new Cadet Commander and why?

What I Do At Home...

Where Is The Line Between Cadet And Civilian?

Lesson Plan

OBJECTIVE

The objective of this case study is for cadets to explore the question of integrity as it applies to a compliance with CAP regulations both at CAP functions and when not at CAP functions.

ATTENTION STEP

“You have one identity...the days of you having a different image for your work friends or co-workers and for the other people you know are probably coming to an end pretty quickly. Having two identities for yourself is an example of a lack of integrity.”

- Facebook CEO Mark Zuckerberg

MOTIVATION STEP

When we change how we act around different people, are we changing who we are? Though we all act differently based on changing situations, we should remain consistent with our personal values, right?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

We each lead complex lives. Every day, we interact with people in a wide range of environments. And the way we act in one place might be totally inappropriate for a different place. Integrity helps us to tie everything together - to make sure that we are always acting and talking with consistency and virtue

REMOTIVATION

We need to adapt to our environment - but never compromise to it.

CLOSING

“A building has integrity just like a man. And just as seldom.”

- Ayn Rand, “The Fountainhead”

What I Do At Home...

CASE STUDY

C/Capt Mark Todd is the Cadet Deputy Commander of the Eagle Star Composite Squadron. He and C/Maj Betsy Williams, the Cadet Commander, have been friends for a few years. Cadet Williams's time as the Cadet Commander is almost over, so the unit has been holding reviews to select the next Cadet Commander.

Both C/Capt Todd and C/Maj Sam Smith have applied for the position.

One night after a meeting, Cadets Todd and Williams went out for a snack. While waiting for their food at a drive thru, Cadet Todd takes out a cigarette and lights it. When Cadet Williams brings it up, he points out that he is 18 now, so he is not violating any rules.

"But", says Cadet Williams, "it says in CAPR 52-16 that cadets won't use tobacco, regardless of age, while participating in a CAP activity."

Cadet Todd replies "I know, and I don't smoke while I'm at CAP, but this is different - we're not at the squadron!"

A few weeks later, Cadet Smith is appointed as the Cadet Commander.

Cadet Todd is disappointed, and confronts Cadet Williams, asking if she told the senior members he was using tobacco.

Cadet Williams said, "Yes, I did tell them. You shouldn't be the Cadet Commander if you're using tobacco. I think it's wrong."

Cadet Todd angrily tells her "I didn't do anything wrong!" and storms off.

SOLO PILOT

1. Do you know how and why your Cadet Commander was selected?
2. What are some possible reasons why Cadet Todd was not picked as Cadet Commander?
3. What are some CAP rules for Cadets that would not be necessary outside of a CAP function? (uniforms, saluting, etc.)

PILOT

1. Did Cadet Todd do anything wrong by having a cigarette?
2. Should Cadet Williams have told the senior members that Cadet Todd was smoking?

TEST PILOT

1. If you were choosing a CAP member for a leadership position in the squadron, would your knowledge that the cadet was breaking a CAP rule outside of CAP activities effect your decision? Why or why not?

Deliberate Extinction

Should We Destroy What We Can?

Lesson Plan

OBJECTIVE

The objective of this case study is each cadet to examine the moral implications the human capability to completely annihilate other forms of life. This case study is adapted from material courtesy of the Iowa State University Bioethics: www.bioethics.iastate.edu/classroom/deliberateextinction.html

ATTENTION STEP

The world is positively teeming with life, from giant whales in the ocean, giraffes in Africa to single cell organisms on the ocean floor. Whether through inaction, negligence, or outright hostility, human beings have killed off entire species of life in the past.

“Everything that is destroyed is either destroyed by itself or by something else.”- Roman philosopher Sallustius

MOTIVATION STEP

Human beings are unique among all the creatures on Earth because they possess the ability to fully and completely destroy entire species. How do we decide what to do with this power?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Humans share our Earth with a lot of other creatures. Sometimes, those creatures might be harmful to human life. Our ability to destroy whole species makes us unique, and gives us unique responsibilities. Before we intentionally destroy an entire species, we need to think about the consequences of that act.

REMOTIVATION

We have the ability to completely destroy whole forms of life. Does that always give us the right to do so?

CLOSING

“A man lusts to become a god...and there is murder.”

- David Zindell, The Broken God

Deliberate Extinction

Should We Destroy What We Can?

Student Handout

CASE STUDY

For many years, smallpox was one of the worst diseases to affect humans. It has killed more people on Earth than any other infectious disease in human history. Until the 1800s, it wiped out hundreds of thousands of people every year throughout much of Europe. In the 15th century, European travelers brought the disease with them to North America, which resulted in the decimation of some Native American populations.

In 1967, the World Health Organization began an effort to eliminate smallpox by vaccinating people. By 1979, the WHO was able to eradicate all smallpox existing in the wild, declaring victory over the disease. There remain only a few samples of smallpox virus. These are stored in two high-security laboratories to be used for research. One is located in the United States and the other in Russia.

Some scientists and governments have called for these last samples to be incinerated, forever wiping away any remaining samples of smallpox.

SOLO PILOT

1. Do you know of any species of animals or plants that have been made extinct by human activity? What are they?
2. What is the difference between eliminating a virus, like smallpox, and killing off an animal, like whales?
3. What are ways that humans can decimate animal populations?

PILOT

1. What are the risks & benefits of destroying the last remaining colonies of smallpox?
2. Is killing off an entire species, even if it is a disease, “self-defense”? Why, or why not?

TEST PILOT

1. Do you think that all species have a right to exist and should be protected by people?

Clearing the Record

Responding to Hurt

Lesson Plan

OBJECTIVE

The Objective of this lesson is to help the cadets learn how to respond appropriately to those who have hurt them.

ATTENTION STEP

Ask each participant to write down the name of someone who has hurt him or her and what he or she did to hurt you. Have them hold on to this until the end of the lesson.

MOTIVATION STEP

Wouldn't you want to be able to release the grip of past hurtful events, clear the record and not hold a grudge?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Being hurt by another person, whether intentionally or not, is a common experience for all people. How we respond to the hurt can enable a relationship to continue or cause it to end. A conscious decision to repair a relationship is a noble choice.

REMOTIVATION

Forgiveness is removing the hurt and keeping the person.

“The only way to destroy my enemy is to make him my friend.”

- Booker T. Washington

CLOSING

“If your enemy is hungry, feed him; if he is thirsty, give him something to drink...”

- Jesus Christ, Christian Scriptures

“Forget injuries, never forget kindness.”

- Confucius

Clearing the Record

Responding to Hurt

Student Handout

CASE STUDY

Mike and Jennifer have often joked of their friendly rivalry in achieving their next rank. They have been cadets in CAP since 2012. Jennifer had quickly achieved her Mitchell Award. Keeping up with her, Mike had become Cadet of the Year in 2013. With the New Year beginning, Mike was appointed Cadet Commander.

By the spring banquet Mike recognized that Jennifer was noticeably distant. It had become apparent to him that Jennifer's enthusiasm for participation in CAP activities had waned. She had not been seeking promotions or attending activities on a regular basis.

During break at the next Leadership Meeting, Jennifer observed Mike taking money from the snack till and mistakenly believed he was stealing money. He was actually just making change. This observation furthers her resentment toward Mike and his leadership role. Jennifer does not like how her friendship with Mike has grown cold.

SOLO PILOT

1. Have you ever had your feelings hurt?
2. Have you ever been jealous over a friend's achievement?
3. Do you think Jennifer has a real or imaginary reason for being angry with Mike?

PILOT

1. Why should Jennifer take the first step toward restoration of their friendship?
2. Why should Mike take the first step toward restoration of their friendship?

TEST PILOT

1. As a leader in CAP, what steps can you take to restore relationships and help the functioning of the unit?

Credit Where Credit is Due

Sometimes it is Not Easy to Be Fair

Lesson Plan

OBJECTIVE

The objective of this lesson is for the cadets to understand the importance of integrity and service in making fair choices.

ATTENTION STEP

Have two cadets do something, such as move a table or some other task. Then in front of the class tell the cadets that you appreciate what they did for you and want to reward them. But you have a problem you only have one reward. (This can be something small, a piece of candy or some trinket like a key chain or pen.) Go through the motions of being unable to decide and then arbitrarily give the item to one of the cadets. Then tell the cadets that they can return to their seats.

MOTIVATION STEP

Have a small discussion of the situation above. Was it right to acknowledge the efforts of one cadet and not the other? Since you had just one reward should you have kept it for yourself and not given either cadet the reward?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Sometimes it is not easy to be fair. For example; if you were the hiring authority for a company and there were two candidates for one position. Both candidates for the position have similar education, experience, and potential. Both have good references and past employment histories. Say one is a single working mom with one child and needs the job to keep off welfare. The other is a man that has been out of work for six months and has a wife and two kids to support. Both need the job and have the qualifications you are looking for, so how do you make the "fair" decision and do the right thing for your company?

REMOTIVATION

Working hard at being fair is important. This shows that you value the work that people do. You also show that you care about the people themselves

CLOSING

"Fairness is not an attitude. It's a professional skill that must be developed and exercised."

- Brit Hume

Credit Where Credit is Due

Sometimes It Is Not Easy To Be Fair

Student Handout

CASE STUDY

Cadet Goldman invited a school classmate, Peter Sims to a meeting of the Ashville Composite Squadron. Later, Peter was talking with his friend, Jake Davis, and he mentioned that he was going to a CAP meeting. Jake thought about it a moment and asked if he could come too. Peter said sure.

At the meeting the Cadet Recruiting NCO, Sergeant Wilson took charge of the visitors. The Sergeant showed Peter and Jake around and introduced them to the Cadet Commander and other key members of the unit. Afterward Cadet Wilson took Peter and Jake to the break room for refreshments. There Sergeant Wilson explained the CAP Cadet Program to Peter and Jake. He told them about the training, the orientation rides, summer encampments, and the special activities. They both expressed an interest in CAP and each received an application form and an information handout.

A few weeks later Jake decided to join but Peter decided that CAP was not for him. Cadet Wilson was very pleased because he felt that he had recruited Jake and was now qualified for the Cadet Recruiter Ribbon. When Cadet Goldman heard about this, he became angry because he thought he should get the credit for recruiting Jake even though Peter was the one who brought Jake to the meeting.

SOLO PILOT

1. Have you ever done something for which you did not get credit? If so how did you feel about that?
2. Have you ever seen anyone receive credit for something they did not do? What happened?
3. Are there other ways to receive credit in CAP than ribbons? What are they?

PILOT

1. How could the confusion of who gets credit for recruiting new members be avoided?
2. How does your squadron determine who gets credit for new recruits?

TEST PILOT

1. What are you going to do in your CAP career to do your best to ensure that people get the credit they deserve?

Surprised By Extra Funds

Integrity In Everything

Lesson Plan

OBJECTIVE

The objective is to help cadets realize the importance of being honest in all situations.

ATTENTION STEP

Ask the cadets to give definitions of the word “steal”. List the ways something can be stolen.

MOTIVATION STEP

Stealing hurts the thief more than the one who experiences the loss because the thief gains no sense of accomplishment.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Stealing may come in many different forms. When we are committed to being honest, it will be easier to avoid being a thief.

REMOTIVATION

Your decision to be a person of honesty will enable you to become a trusted leader. Your integrity will allow others to believe in you.

CLOSING

Honesty is a personal decision. Integrity allows us to live with one another.

Surprised By Extra Funds

CASE STUDY

Every week 1st Lt. Jones goes to her local bank to deposit her paycheck. Her routine procedure is to withdraw \$120.00 cash for purchasing groceries and other needs of the week. Jones usually would inside to make the deposit. On this occasion she was running late and chose to use the drive through window. After completing the transaction, she drove to the grocery store.

Jones completed her shopping and went to the check out. The total for her groceries was \$84.79, which she paid in cash. When she opened her wallet to pay for the groceries, she noticed the amount of cash appeared to be greater than \$120.00. She paid for the groceries and proceeded home. After putting her groceries away she sat at the table to check the money in her wallet. She discovered that she still had \$55.21 remaining.

1st Lt. Jones sat at the table thinking about her situation. She had more money than she should. She assumed that it came from the bank.

SOLO PILOT

1. Did the extra funds belong to 1st Lt. Jones?
2. Would the bank know who had the extra money?
3. Is honesty harder when it is inconvenient to be honest?

PILOT

1. If Cadet Jones keeps the money, how will that decision affect her?
2. Which costs more, being honest or being dishonest?

TEST PILOT

1. List three different ways that you can be tempted to steal and how can you resist them?

PART 4 - Lesson Plan Worksheet

Worksheet

You can help us by creating new case studies and lesson plans. Use this worksheet as your guide and send your work to the address on this worksheet.

Title:	
Subtitle:	
OBJECTIVE. The objective of this lesson is: <i>The objective gives focus to the discussion in the sense of where the discussion should end. Continually connecting with this idea throughout the discussion will help focus the final conclusion. There may be many issues raised by the case study, but this is the main reason for the lesson.</i>	
ATTENTION STEP. Items needed: Description of activity: <i>The attention step is an activity or question that ignites the process and wins the attention of the group. You can create your own attention-getter if you like.</i>	
MOTIVATION STEP. Write a statement that expresses why cadets and/or officers should want to pay attention to the lesson. <i>The motivation step encourages students to participate actively by demonstrating why the lesson is relevant to the students' needs.</i>	
BODY. Write a story that has recognizable characters and situations along with a moral dilemma. The case study should be between 100 and 150 words. <i>The body is the meat of the lesson. It includes reading the case study, completing a FACS analysis and answering discussion questions (all of which are described below).</i>	
Discussion Questions. All discussion questions are designed to help cadets relate the case study's moral teachings to their own lives.	
SOLO PILOT. Write three solo pilot questions. <i>The solo pilot questions are designed to be the easiest to answer and are suitable for cadets of all age and experience levels. These should be answered first. These knowledge-level questions will help the cadets identify the problem and make a connection between the questions and their own experiences.</i>	
1.	
2.	

3.	
<p>PILOT. Write two pilot questions. <i>The pilot questions are for older cadets and are more complex in their scope and answer. They will normally require multiple responses to fully answer the question. These questions will challenge the cadets to begin to interpret the ramifications of the story. Younger cadets should listen to the older cadets' responses, and/or try to answer them as well.</i></p> <p>1.</p> <p>2.</p>	
<p>TEST PILOT. Write one test pilot question. <i>The cadets are then given a few minutes to individually answer the test pilot question(s) in writing. This question challenges each cadet to apply the information gained during the session to the case study and provide an answer based on personal moral choices.</i></p> <p>1.</p>	
<p>SUMMARY. Write a brief statement that summarizes the point of the lesson that is connected with your objective.</p> <p><i>The summary is a restatement of the discussion's high points. It shows how those points fulfilled the objective.</i></p>	
<p>REMOTIVATION. Write a statement that challenges the cadets to follow through on their moral choice(s).</p> <p><i>The remotivation is when the instructor encourages the cadets to retain and use what they have learned.</i></p>	
<p>CLOSING. Write a closing statement that is memorable.</p> <p><i>The closing is a parting statement that dismisses the group with a memorable thought relating to the learning objective. Closings should be very brief, otherwise they diminish the worth of the summary and remotivation.</i></p>	
YOUR INFORMATION	
Name:	
Grade:	Unit & Wing:
Address:	
E-mail:	Phone:
<p>SEND TO: Chaplain Corps Program Administrator 105 South Hansell Street Maxwell AFB, AL 36112-5937 kbogans@capnhq.gov</p>	

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Col Bryan Cooper	Northeast Region
Lt Col Chad Grondahl	Colorado Wing
Ch (Lt Col) Gary Hedges	Tennessee Wing
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Maj Rebecca Sundhagen	Colorado Wing
Ch (Maj) Thomas Crisp	Florida Wing
1Lt Sharon Berry	Arizona Wing
Ch (Col) Charles Sharp	Former Chief of CAP Chaplain Corps
Ch (Lt Col) Robert Whitley	Southwest Region Chaplain
Ch (Col) Whit Woodard	Former Chief of CAP Chaplain Corps
Ch (Lt Col) Willis Moore	Georgia Wing
Lt Col Karl Eisbach	Nebraska Wing
Chap. Gary Eno	Ohio Wing
Chap. Linda Pugsley	Florida Wing
Lt Col Austin Landry	Alabama Wing
Ch (Lt Col) Samuel Dauer	Montana Wing
Col Virginia Nelson	Pacific Region
Lt Col Jason Jalinson	Nebraska Wing
Lt Col James Scott, Jr.	Alabama Wing
Maj. Rene Victor Sabatini	Colorado Wing
Chap. William Adam	Washington Wing
Maj. Mack Kukucka	Maryland Wing
Maj. Dave Druga	Massachusetts Wing
Lt Col Scott McClenegham	Texas Wing
Lt Col John Jay	California Wing
Maj Barbara Willis	Kansas Wing
Chap Leonard Hale	Missouri Wing
Maj James Hottois	California Wing
Maj Ryan Kelly	Pennsylvania Wing
Chap Al Kennedy	Delaware Wing
Capt Cristie Akin	California Wing
Ch (Maj) William Riddle	California Wing
Maj Vivi Wells	Oregon Wing
Lt Col Dan Routier	
Maj Tom Rehman	Ohio Wing
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