

PART 5

LEARNING EXPERIENCES

5.1 Overview

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

a. Contact Hour Requirements. The table at right summarizes the contact hour guidelines per block. A “contact hour” is time spent in a required lesson or activity; contact hours do not include sleep, meals, travel, personal time, etc. This summary identifies the minimum offerings that all encampments must provide.

The typical encampment that runs for 7 days, including travel days, will yield roughly 60 to 65 possible contact hours, excluding meals, sleep, travel, and personal time. Note that only 42 contact hours are mandatory, so a “short” encampment of perhaps 5 days is feasible, or alternatively, a “typical” encampment of 7 days has opportunities to include plenty of electives, extra tours, extra hands-on activities and the like.

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

c. Quizzes. Some lessons are accompanied by a quiz. There are several reasons for the use of quizzes: they give students an extra incentive to participate actively in class, they reinforce the lesson material and help learning stick, they provide cadets an opportunity to show-off their learning, and they provide the instructor with feedback. Quizzes are “open book” and not intended as high-stakes, controlled assessments.

The recommended procedure is as follows. (1) Teach the class. (2) Administer the quiz. (3) Orally review the answers as a class. Ask for volunteers to read the question aloud and offer their answer. Invite another volunteer to offer a different answer. (4) If cadets seem confused, take a moment to discuss the material before moving on. In effect, the students have now corrected the quiz to 100% through the group discussion. (5) If the encampment uses quiz scores for Honor Flight and Honor Cadet purposes, collect the quizzes and make note of the cadet’s original score before he or she corrected it to 100%.

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

- Active participation in 34 contact hours (roughly 80% of the minimum 42 contact hours)
- Satisfactory adherence to the Core Values, in the judgment of the encampment commander
- Successful completion of all academic assignments in the *Cadet Encampment Handbook*

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

CONTACT HOUR GUIDELINES

Leadership	20 hrs
Aerospace	10 hrs
Fitness	8 hrs
Character	4 hrs

Minimum Requirement 42 hrs

The precise duration of individual lessons is not critical. Consequently, the contact hour allocation above is merely a guideline because those totals will fluctuate slightly based on the duration of the various lessons.

The encampment commander’s primary responsibility in regards to curriculum is to program each of the required lessons listed in this guide.

e. Participation Credit. Advanced students, cadet cadre, and senior staff are exempt from the academic assignments and quiz requirements that students must fulfill (§5.1c above). Members of these groups earn encampment participation credit through their active participation in 34 contact hours (roughly 80% of the minimum 42 contact hours), adhering to the Core Values, and successfully fulfilling their duty assignment, in the judgment of the encampment commander.

5.2 Leadership Block

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

- To infuse the cadets with the “warrior spirit” – an attitude of self-determination backed-up by the discipline needed to achieve one’s goals.
- To consistently demonstrate proper wear of the uniform, drill and ceremonies, and military customs and courtesies.
- To impress upon the cadets the team’s potential to accomplish more than the individual.
- To educate cadets on leadership’s academic foundations so that they begin to conceive of leadership as an activity requiring thoughtful reflection.

b. Required Lessons & Activities. A minimum of 20 contact hours in leadership activities is required, including the mandatory lessons and activities shown below. Figure 5.2 places many of these activities in a certain sequence that is to be followed, if at all possible.

CODE	TITLE	ESTIMATED DURATION
L1	Report to Flights	30 min
L2	Initial Skills Assessment	5-10 min each, 30 min total
L3	Dormitory Orientation, & Prep	90 min
L4	Group Reveille Formation	15 min daily
L5	Group Retreat Formation	15 min daily
L6	Drill & Ceremonies	45 min daily
L7	Graduation Parade	30 min, plus cadre prep
L10	Wingmen & The Warrior Spirit	30 min
L11	Discipline: Your Key to Success	45 min
L12	The Leadership Concept	1 hr
L13	Teamwork for Performance	1 hr
L20	Dormitory Inspection #1 (flight level)	45 min
L21	Dormitory & Uniform Inspection #2 (flight level)	1 hr total
	L21a Inspection	10 min
	L21b Correction	35 min
	L21c Re-Inspection	15 min
L22	Phase II Capstone: Dorm & Uniform Inspection #3 (sqdn level)	1 hr
L23	Dormitory & Uniform Inspection #4 (squadron level)	1 hr
L24	Dormitory & Uniform Inspection #5 (group level)	1 hr
L25	Drill & Ceremonies Final Evaluation	5 min each, 30 min total
L30	Team Leadership Problem #1	1 hr
L31	Team Leadership Problem #2	1.5 hrs total

	L31a	Reattempt TLP #1	30 min	
	L31b	Attempt TLP #2	1 hr	
L32	Team Leadership Problem #3			1.5 hrs total
	L32a	Reattempt TLP #2	30 min	
	L32b	Attempt TLP #3	1 hr	
L40	Electives: Additional leadership activities of any kind			optional
	Total Requirement (rounded / approximated)			20 hrs

L2 & L25 Initial & Final Skills Assessments. Upon the students' reporting to their flights, the flight staff conducts an initial skills assessment (activity L2). The purpose of this activity is to "see where everyone's at" regarding basic training topics and thereby inform the flight staff of which training topics are most urgent. A secondary purpose is to establish a baseline of skills and knowledge useful for measuring what, if anything, the cadet learns at encampment. Accordingly, the scorecard for activity L2 is called an Initial & Final Skills Assessment, with the final assessment taking place in activity L40 and being a discussion topic during the Individual Advisory, C5. An efficient way to conduct the initial and the final assessments is to have each member of the flight staff evaluate three or four cadets at a time at roughly 5 to 8 minutes per batch. Working in parallel, a flight sergeant and flight commander can evaluate a 20-cadet flight in under 24 minutes using this approach.

L4 & L5 Reveille & Retreat Formations. Formations provide drill and ceremonies training for students and cadre alike. Formations are often convenient times to announce honor flight, provide a safety briefing tailored to that day's activities, give flights or squadrons an opportunity for a motivational team yell, share news items of concern to the overall corps, and similar matters. Someone knowledgeable in drill should monitor the formations to ensure the cadre conducts them in accordance with AFMAN 36-2203, *Drill and Ceremonies*, available at capmembers.com/drill.

L6 Drill & Ceremonies. Each day should include time for drill and ceremonies training, in addition to whatever time might be spent marching to and from various activities. To be effective, drill and ceremonies training needs to be carefully planned to attain proficiency in progressively more challenging maneuvers. Accordingly, use of the drill training sequence found in the *Cadet Drill Guide* is recommended. Because drill is a subject notorious for being taught incorrectly - instructors often rely upon their memory on how they were taught, instead of consulting the actual manual - first sergeants and squadron commanders should pay close attention to the drill standards flight staff communicate to the students.

L10-13 "Classroom" Activities. The leadership block includes four activities (L10 - L13) of a lecture/discussion format suitable for a classroom environment. Lesson plans are available for each. If a classroom or lecture hall is not available, each of these activities can be conducted in a less formal environment (e.g. students seated on the ground in semi-circle in a shady location, with the instructor using a hard copy of the slides as visual aids or foregoing the slides altogether.) The four "classroom" activities should be conducted in numerical sequence, if possible. They are:

- L10 Wingmen & The Warrior Spirit
- L11 Discipline: Your Key to Success
- L12 The Leadership Concept
- L13 Teamwork for Performance

L20-24 Dormitory & Uniform Inspections. Inspections are a key portion of the leadership block and should weigh heavily in any honor flight scoring system. See part 6 for details.

L30-32 Team Leadership Problems. A TLP is a hands-on game, puzzle, or simulation that tests a flight's ability to practice the leadership principles they have been studying. A selection of TLPs is available at capmembers.com/encampment, but local leaders can create their own or use installation resources. Each TLP

always includes time for briefing (what are the goals and rules of this TLP?), planning (how will our flight try to complete the TLP?), action (time to actually execute the TLP), and debriefing (what did our flight do well and not do well, and more importantly, what leadership lessons should we take away from this TLP?). TLP #1 is repeated prior to TLP #2 commencing and flights are expected to fare better their second time around. Performance in TLPs should be considered when selecting honor flight.

TLPs present a logistical challenge, especially for large encampments, but the challenge is manageable with prior planning. The support staff should be charged with ensuring all necessary supplies are on hand and well organized. Further, cadet cadre and training officers should experience each TLP prior to the students attempting them; first hand experience with a TLP helps cadre explain the rules to students and manage the overall activity. Each encampment decides whether flight staff administer or participate in the TLPs. Squadron commanders and first sergeants are suggested as debriefers.

5.3 Aerospace Block

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

- To spark enthusiasm for aerospace topics among cadets, through hands-on activities and experiential learning.
- To introduce cadets to aerospace career opportunities, especially those relating to science, technology, engineering, and math (STEM), and Air Force careers in general.
- To comprehend basic scientific principles in the aerospace field, and to enable cadets to visualize how professionals apply that knowledge in the real world.
- To begin to comprehend airpower’s unique capabilities and to develop a sense of what the Air Force calls “airmindedness.”
- To prepare cadets to be cyber citizens who are aware that cyber is a distinct domain important to economic growth, scientific advancement, and national security.

b. Required Lessons & Activities. A minimum of 10 contact hours in aerospace activities is required. Three activities (A1, A2, and A3) are classroom-based with detailed lesson plans available. Instructors may choose from a variety of materials in teaching Activities A1 and A2. A standardized lesson plan is available for Activity A3. Activity A4 is a series of tours, orientation flights, or hands-on activities that each encampment will develop for itself based on their local resources. Activity A5 introduces cadets to the cyber domain and may be completed through classroom instruction, hands-on activity, or a tour of a military, government, or civilian organization performing cyber defense operations. Some guiding principles of that portion of the aerospace block are discussed below.

STEM: SCIENCE, TECHNOLOGY, ENGINEERING, & MATH

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

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

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

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

CODE	TITLE	ESTIMATED DURATION
A1	Academic Foundations I: Aviation	1.5 hr
A2	Academic Foundations II: Space	1 hr
A3	Military Airpower	45 min
A4	Aerospace Hands-On, Aerospace Tours, or Flying	6 hrs
A5	Introduction to the Cyber Domain	1 hr
	Total Requirement (rounded / approximated)	10 hrs

A4 Military-Hosted Aerospace Activities. Encampments should take full advantage of local resources, especially nearby military aviation, space, and technology units. However, visits to these units ought to be coordinated with the hosts such that the cadets fulfill a meaningful learning objective(s). With a little effort, tours, simulations, briefings, interactions with military personnel, etc., can easily integrate some of the suggested STEM-related points below.

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

A4 Non-Aerospace Facilities. Some encampments lack access to aerospace facilities, but enjoy access to ground and naval forces. Encampments should take full advantage of those resources. Still, the encampment must emphasize aerospace to fulfill the aerospace block's learning goals. Tours that are not directly aviation or space related may still count toward the aerospace tours requirement if efforts are made to emphasize the STEM connection. For example, a visit to an Army tank unit can easily weave-in teaching points relating to the engineering that propels the tank or its computerized technology. A visit to a navy yard can easily incorporate teaching points about fluid mechanics, propulsion, computer guidance, etc. A visit to an infantry unit might include an exercise in GPS navigation. The overall intent here is that cadets' interactions with military units ought to incorporate STEM topics, and can easily do so with a little prior coordination.

A4 Civilian Aerospace Industry. Visits to civilian aerospace industry, government aerospace agencies, science museums, computer technology companies, local airports, and the like are also encouraged. Activities with hosts of this sort count toward the encampment's aerospace tours requirement due to their obvious STEM connections. With a little effort, tours, simulations, briefings, interactions with aerospace or technology professionals, etc., can easily integrate STEM-related teaching points similar to those listed below.

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

A4 CAP-Hosted Hands-On Aerospace Activities. Lack of nearby aviation, space, or technology facilities does not mean that the encampment will be devoid of STEM-related activities. An encampment located at a remote facility with very few resources can turn to CAP's pre-packaged curricula for hands-on learning. Some examples of aerospace activities that the encampment can conduct on its own, without outside support, are listed below. See the national AE webpage for details (capmembers.com/ae).

- Model Rocketry
- Satellite Tool Kit

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

A4 Flying. Of course, flying of any kind, while adhering to the normal CAP policies regarding safety and flight operations, is applicable to the aerospace contact hours' requirements.

A4 Cyber Electives. Encampments that want to include cyber-related activities beyond what is required in Activity A5 may apply those contact hours to the electives category, Activity A4.

A5 Military Cyber Activities. Encampments located on military installations could complete Activity A5 through a visit to the base Communications Squadron or similar unit, where military members could "show and tell" about the installation's computer networks, how they protect them from our adversaries, and what career opportunities are available in military cyber systems.

A5 Civilian Cyber Activities. Encampments that lack access to a military Communications Squadron (or similar unit) will need some other options. One alternative would be to do a field trip to a nearby technology company and conduct a show-and-tell along the lines discussed above. A second alternative would be to put the cadets through some cyber-related hands-on activities using existing CAP AE / cyber resources that don't require a full computer lab.

5.4 Fitness Block

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

- To motivate cadets to regard regular exercise as a duty of the cadet lifestyle.
- To train cadets in safe ways to exercise properly.
- To comprehend how basic nutrition, proper hydration, and regular exercise affect a cadet's personal energy levels and the ability to achieve his or her goals.
- To use fitness activities, games, drills, sports, etc., as vehicles for teamwork and camaraderie.

b. Required Lessons & Activities. A minimum of 8 contact hours in fitness training and activities is required. Activity F1 is a standardized classroom lesson. Each encampment decides how to design activities F2, F3, and F4, depending on local resources. Basic principles for those activities are discussed below.

CODE	TITLE	ESTIMATED DURATION
F1	Fit to Fly	45 min
F2	Daily Calisthenics	20 min daily
F3	Daily Sports	1 hr daily
F4	Team Fitness Challenge	1.5 hrs
Total Requirement (rounded / approximated & varies by encampment duration)		8 hrs

F1 Fit to Fly. This presentation / discussion is both informational and motivational. The goal is for cadets to understand the role fitness plays in aviation and in a military career. Encampments conducted on military installations are encouraged to have staff from the base gym or life support technicians deliver a presentation using the materials provided at capmembers.com/encampment, or use their own materials appropriate for a "Fitness 101" presentation. Professional athletes (current or retired) could also provide an informative and motivational talk.

Winter Programs & Inclement Weather

If inclement weather makes outdoor exercise impractical, commanders should conduct indoor physical activity as best as possible given their local situation. Winter encampments might need to be creative in how they conduct fitness activities, especially if the elements confine cadets to the indoors. If inclement weather is a problem, encampment commanders may waive a portion of the fitness activities; cadets should not be denied graduation credit due to the weather cancelling their fitness programs.

F2 Daily Calisthenics. This is a cadet-led program, actively supervised by seniors, that emphasizes personal effort and modest increases in individual performance. Note that the goal is *not* for the cadets to lose weight, build strength, or transform their basic state of health; those goals far exceed the capabilities of a one-week encampment program. Rather, the aim of the daily calisthenics activity is to instill in cadets the idea that exercise is a part of the cadet ethic. As a group activity, daily calisthenics are also useful for building team spirit and camaraderie. Some members of the cadre lead the exercises, while others observe cadets and provide individual coaching. Some members of the senior staff must be present to monitor safety.

F3 Daily Sports. Cadets will participate in a team sport such as volleyball, ultimate Frisbee, flag football, flickerball, or similar endeavor. Encampments are encouraged to keep score and to make success in these sports a component of an honor flight program. There are three overall purposes of the daily sports program: for cadets to exercise, to provide a venue for teamwork and leadership development, and to help cadets manage their stress and relax or decompress (especially if sports are conducted in the early evening).

F4 Team Fitness Challenge. Encampments are urged to provide cadets with a unique experience that pushes them a bit beyond their normal comfort zone so as to aid in personal growth. Obstacle courses, leadership reaction courses, rappelling, geocaching, hiking, water survival, a group run, and similar endeavors are suggested activities for the team fitness challenge. This is not intended as a competitive activity in regards to physical performance, but one that emphasizes teamwork and mutual support, with strong and tall cadets helping the younger and shorter cadets over obstacles, and team members encouraging one another to put forth their best effort.

5.5 Character Block

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

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

b. Required Lessons & Activities. A minimum of 4 hours of character development activities is required. Compared with the other blocks of instruction, this block appears to lack emphasis, but encampment veterans know that encampment's intangible qualities make it a powerful character-building experience, so "character time," broadly understood, is difficult to tabulate. Two activities (C2 and C3) are standardized classroom lessons. Encampments customize their plan for activity C4, based on the guidance discussed below.

CODE	TITLE	ESTIMATED DURATION
C1	Honor Agreement	15 min
C2	The Core Values	30 min
C3	Becoming a Core Values Leader	45 min
C4	Drug-Free Lifestyle	1 hr
C5	Individual Advisory (students)	10 min each
C6	Individual Advisory (cadre)	20 min each
C7	Flight Advisory	15 min
C8	Character or DDR-related electives of any kind	optional
C9	Graduation Ceremonies & Cadet Commander's Charge	1 hr
	Total Requirement (rounded / approximated)	4 hrs

C1 Honor Agreement. An Honor Agreement presents students with the encampment’s challenge and asks them to commit to the encampment program. The Honor Agreement marks a turning point between learning phase I and learning phase II (see §5.7). A lesson plan is available.

C2 Core Values. Although every cadet at encampment will have received an introduction to the Core Values through the normal course of Achievement 1, this session is an opportunity to “re-blue” cadets by having an Air Force member (or other distinguished, non-Air Force leader) explain how and why the Core Values drive everything in the Air Force. At their home units, cadets learned Core Values from a local leader. Now, in the special atmosphere of an encampment, a senior CAP leader, Air Force member, or other person of stature will amplify the Core Values message. A lesson plan is available.

C3 Becoming a Core Values Leader. Building on the cadet’s understanding of and commitment to the Core Values, this session equips cadets with practical skills on how to lead others in living up to the Core Values in moral challenges cadets are apt to encounter in social settings. A lesson plan is available.

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

C5 - C7 Individual & Flight Advisories. The advisory program motivates cadets to value personal reflection as an important component in their development in the areas of leadership and character. Advisories are structured mentoring sessions or feedback meetings where the flight staff, supported by the training officer, helps the students take stock in their overall encampment experience just prior to their graduation (see §§1.4a and 5.7d), partly by comparing their initial skills assessment against their final skills assessment, as discussed in §5.2b.

C9 Cadet Commander’s Charge. Graduation ceremonies are occasions for celebration, but also for reflection. Through prepared remarks, the cadet commander answers the “So what?” question about encampment. Students and cadre accomplished much during the week, but to what end? And what should each individual do next, armed with their encampment experiences and newfound knowledge?

5.6 Administrative & Miscellaneous Activity Block

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

CODE	TITLE	ESTIMATED DURATION
X1	Student Reception	5 min each / 1-2 hrs total
X2	Welcome, Overview & Safety Briefing	45 min
X3	Parents’ Orientation (for those interested)	10 min each
X4	Contraband Shakedown	3 min each / 90 min total
X5	First Call (wake, dress, personal needs)	15 min daily
X6	Shower, Dress, & Prepare Dormitory	30 min daily
X7	Breakfast (actual duration depends upon facility)	1 hr 15 min daily
X8	Lunch (actual duration depends upon facility)	1 hr 15 min daily
X9	Dinner (actual duration depends upon facility)	1 hr 15 min daily

X10	Cadet Encampment Handbook	varies / hip-pocket training
X11	Flight Commander's Time	45 min daily
X12	Showers & Blister Check	2 min each / 30 min total
X13	Personal Time (training prohibited)	30 min daily
X14	Students' Lights Out	na
X15	Squadron Training Meeting	30 min
X16	Group Training Meeting	30 min
X17	Cadet Cadre's Lights Out	na
X18	Graduation Picnic or Social	varies
X19	Encampment Critiques	10 min
X20	Pack, Clean-Up, Check-Out	varies
X21	Dismissal & Departure	na
X22	Debrief & Lessons Learned (may occur post-encampment)	na
	Total Requirement	varies

5.7 Learning Phases

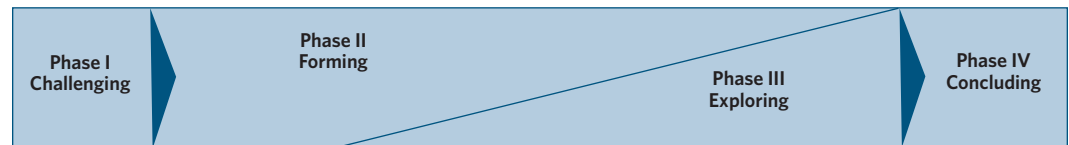


Figure 5.1. Encampment's Four Learning Phases

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

a. Phase I - The Challenging Phase. During Phase I, the encampment presents cadets with a challenge. Accordingly, cadets need to learn what those challenges entail, and second, each cadet must personally commit to hitting those challenges with all they've got via an Honor Agreement (Lesson C1). Such an approach teaches that attitude and effort are important keys to success. Another component of this phase is the cadets' learning that they do not advance through encampment on their own but have leaders and teammates who will help them succeed. Although this phase is very brief, it is essential because everyone must begin encampment with a common idea about its challenges and opportunities for the encampment to have any chance at success.

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

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

ADVANCING in PHASE

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

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

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

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

To reiterate a point that is frequently misunderstood, each flight advances through the phases at its own pace. The real world does not always adhere to human plans.

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

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

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

Duration. Phase II is programmed to end upon the conclusion of the first squadron-level dormitory and uniform inspection, around lunchtime of Day 2 (roughly 48 hours after arrival). In practice though, the regimented aspects of daily life continue throughout the encampment, so in some ways Phase II gradually tapers toward an end versus abruptly halting (see Figure 5.1). Moreover, some flights will display signs of teamwork, confidence, and enthusiasm quicker than others, thereby making it difficult to pinpoint where each group of students actually turns the corner. For many staff veterans, watching the flights progress through Phase II and developing into a real team as Phase III begins is the encampment's biggest thrill.

Rationale. There are many ways to develop leaders. Harvard Business School, for example, develops leaders despite it not immersing students into a regimented environment. CAP chooses to use a regimented, Air Force model of indoctrination (in the best sense of that word) because its Air Force affiliation is part of CAP's core identity, and because the military-style environment is a tremendous draw and motivator for the youth who enroll in the Cadet Program. For an in-depth discussion about training intensity levels in an age-appropriate yet military-style setting, CAPP 60-15, *Cadet Protection Policy Implementation Guide*, is a must read.

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

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

Spontaneous Leadership. The students' leadership goals continue, aiming for a higher dimension during Phase III. The goal is for them to transition from a team that operates in response to their superiors' directions (i.e.: the flight staff having to motivate them and foster a sense of unity) to a team that becomes more self-directed, confident, and resilient. Dormitory life provides a good example. In Phase III, we want to see cadets, on their own initiative, creating "rack-making" teams or "boot-shining" teams, which demonstrates the independence and creativity in problem solving. When marching, it is a mark of the flight's success as a team if students are seen creating their own jodies or yells to express team pride.

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

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

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

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

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

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