

CIVIL AIR PATROL

CADET ENCAMPMENT GUIDE



CAPP 60-70
October 2025

Leadership
Aerospace
Fitness
Character



CADET ENCAMPMENT GUIDE

October 2025

AN AWESOME WEEK OF MEANINGFUL CHALLENGES & FUN

Encampment is an immersion into the full opportunities and challenges of cadet life. It's the centerpiece of a cadet's first year in CAP. Encampment ought to be a fun, challenging week that makes a positive impact on cadets.

Encampment attendance correlates with cadet retention – cadets who go to encampment are more likely to renew than those who do not attend. Encampment graduates tend to advance through CAP at a faster rate than non-graduates. Because encampment can be so impactful, CAP and the USAF wants to maximize participation and invest time, energy, and finances to make encampments as successful as they can be.

These facts demonstrate the need for a consistent, well-articulated nationwide standard for encampment programs.

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

This publication offers guidance on CAP cadet encampments, including program goals, operational standards, learning experiences, staff organization, and other topics.

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

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AVAILABLE ONLINE GoCivilAirPatrol.com/encampment

Cadet Encampment Handbook

Lesson Plan & Document Library

SUMMARY OF CHANGES

This publication replaces the March 2023 edition and contains administrative updates including new regulation notations as well as updated branding and formatting. Changes are highlighted in grey.

PART 1: INTRODUCTION TO THE ENCAMPMENT PROGRAM

1.1 Introduction

a. Mission. The purpose of the cadet encampment is for cadets to develop leadership skills, investigate the aerospace sciences and related careers, experience the value of regular exercise, and reinforce their moral character. (CAPR 60-1 9.1.1)

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

c. Philosophy. Encampment presents the five key traits of cadet life – the uniform, aerospace themes, opportunities to lead, challenge, and fun (CAPR 60-1 1.6) – in an intensive environment that moves cadets beyond their normal comfort zones for personal growth.

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

Encampment showcases the Cadet Program’s regimented, military-like training model in a positive, age-appropriate manner consistent with CAP and Air Force traditions. Encampments operate at a higher level of intensity in respect to the military aspects of cadet life than virtually any other cadet activity, short of some of the premiere NCSAs. The strictness, rigor, sense of urgency, and overall expectations of military bearing will be markedly more challenging at encampment – yet still age-appropriate – compared with a weekly squadron meeting or Saturday field exercise.

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

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

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

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

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

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

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

1.2 Key Program Guidance

a. Authorization. Only National Headquarters, regions, wings, and overseas squadrons may authorize an encampment. The Director of Cadet Programs (or equivalent) is the functional supervisor of the encampment program. Once an encampment is announced by the sponsoring unit, it will not be cancelled without first coordinating with CAP/CP. (CAPR 60-1 9.2.1)

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

STUDENTS & CADRE

Two terms that signal encampment is a leadership laboratory

Why has the CAP encampment program adopted student and cadre as standard terms?

Student is a common term in the Air Force, from Air War College down to Airman Leadership School. Student underscores the belief that leadership is an academic discipline requiring study, in contrast to the misconception of leadership as a knee-jerk reaction. Trainee was rejected because encampment is an educational effort affecting the whole person, instead of merely relating procedures for doing a job. First time cadets attend encampment to learn, so *student* is an appropriate term to signify that role.

Cadre holds military connotations, suggesting not a mere staff but a faculty of honor charged with indoctrinating

newcomers. Its roots go back to old European armies, where officers would stand-up a unit before its mass of inexperienced troops arrived. In encampments, cadre is appropriate because these are the experienced cadets who, months before the first official assembly, plan and organize the program. The term staff was rejected because it brings no suggestion of honor and leadership; a staff could be a mere collection of employees performing basic labor.

The terms students and cadre do not diminish the cadets' status as young people learning and leading in a military-style environment. If anything, these terms add a seriousness of purpose to their important work and illustrate cadet life's military heritage.

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

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

e. Duration. Encampments offer at least 42 contact hours and should be conducted over a 6- or 7-day period. These week-long programs are called Type A encampments. Alternatively, Type B encampments may be conducted over multiple weekends within a 60-day period. Contact hours exclude sleep, meals, personal, and non-instructional time; see Part 3 for curriculum details.

f. Eligibility. To participate, cadets must have completed Achievement 1 and receive permission from their parent or guardian and unit commander via a CAPF 60-81. Some host facilities will require parents to sign additional releases. If space is available, encampments should allow cadets from other wings to participate.

g. Participants. Three or four categories of people participate in encampment:

Students. Students are “in ranks” cadets. Because their primary responsibility is to learn, they shall be known as “students.” (Students are still addressed by the usual titles, “Cadet Curry,” or “Airman Arnold.”)

Cadet Cadre. Cadet cadre are cadets serving in the positions flight sergeant and above, to include cadets in administrative support roles. Collectively, the students and cadet cadre constitute the cadet corps.

Advanced Students. Advanced students are second-year cadets and beyond who participate in advanced training separate from the regular students but do not serve on the cadet cadre. Encampments are encouraged (but not required) to offer special programs for advanced students.

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

h. Equal Access. CAP maintains a nondiscrimination program (CAPR 36-1, CAP Nondiscrimination Program) to promote equal access to cadet activities, among other reasons. Encampment commanders will make reasonable accommodations to cadets who possess physical, mental, or learning disabilities so that those cadets may participate in encampment to the greatest extent possible. The physical facilities at some locations might not be handicap accessible. Encampment commanders will also make reasonable accommodations for cadets to attend religious services, including permitting cadets to arrive late to and depart early from the encampment, due to their religious obligations. Cadets and their parents must coordinate any special needs with the activity staff as early as practicable, and if possible, no later than 60 days before the activity. Before denying an accommodation request, local leaders must consult with a Wing legal officer and CAP/CP. (CAPR 60-1 9.2.5)

i. Special Handling for 12-Year-Olds. If a cadet struggles with homesickness or trepidation during encampment, chances are it’s a younger cadet. A suggested best practice is to identify the 12-year-olds who have applied for encampment and have a staff member telephone the parents a few weeks prior to encampment to ensure the family knows what daily life will be like and what challenges the cadet will encounter at encampment.

Unit commanders shall discuss the encampment environment with parents of their cadets, especially parents of cadets under age 14. It is conceivable that some of the youngest cadets will be best served if they attend encampment during their second cycle of eligibility. Younger cadets may benefit from attending overnight activities prior to encampment. (CAPR 60-1 9.2.4)

j. Graduation Requirement. See §5.1c for details.

1.3 Financial Management

The following best practices are recommended regarding financial management.

a. Average Price. According to the American Camp Association, the average price of a week-long day camp in 2025 was over \$800. For an overnight camp, the cost averaged \$1000 to \$2,000. In contrast, the average CAP encampment was priced at \$315 in FY25. CAP encampments are not just a bargain, they're priced so low that one might wonder if encampment will be a high-quality experience. Therefore, CAP's suggested best practice is for encampments to aim for a tuition rate of at least \$350. In turn, the increased revenue should be used to improve program quality. Some suggestions include:

- Cadet cadre training weekend (transportation, meals, lodging)
- Better meal options and healthy snacks during the day --- quantity and quality
- Equipment for aerospace programs (rocketry supplies, geocaching supplies)
- Equipment for drill and ceremonies training (color guard gear, guidons)
- Internal scholarship programs to augment CEAP (see §1.3b below).
- Additional “wow” activities like indoor skydiving (vertical wind tunnel), rock walls, zip-lines, etc.
- Honorarium for a compelling guest speaker (Medal of Honor recipient, pro athlete, local VIP)
- Printing – week book, graduation programs, SOPs for cadre, etc.
- Organized transportation and/or reimburse more fuel costs
- Tee shirts for PT uniforms and wear during down-time
- Thank-you dinner for the adult staff (a nice \$25 meal; no alcohol)

b. Tuition Assistance. The Cadet Encampment Assistance Program (CEAP) is special funding provided by the Air Force to help disadvantaged youth participate in encampment. For program details, see GoCivilAirPatrol.com/ceap. Further, encampments are encouraged to establish scholarships for cadets who need assistance but were not awarded funds through the Air Force-sponsored CEAP.

c. Adult Staff Fees. The adult staff who mentor and supervise cadets tirelessly serve, donating their time and talent. Accordingly, the recommended best practice is to exempt them from any participation, meals, or lodging fees.

1.4 Curriculum Resources

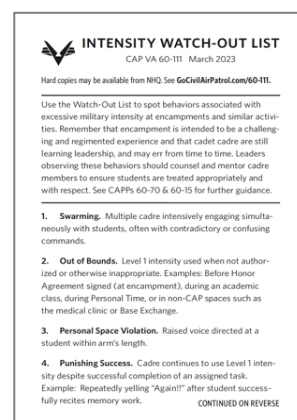
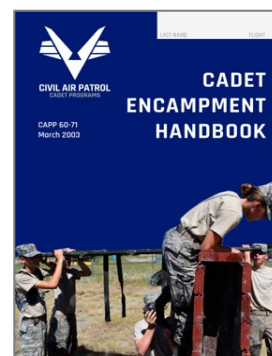
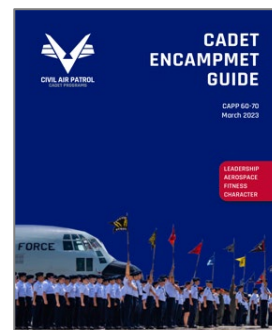
NHQ provides two curricular resources, and most encampments will want to create a third item of their own, as described below.

a. Cadet Encampment Handbook. This pocket-sized publication supplements the encampment's academic program. It is a resource for "hip pocket training" to transform downtime into productive time. Each encampment selects knowledge items and memory work from the handbook and holds students accountable for that information under deadlines the encampment sets. The handbook includes short readings, illustrations, and other content in all four areas of the cadet program – leadership, aerospace, fitness, and character. Also included are basic safety rules and a chain of command diagram, with space to customize those two sections to match local needs. NHQ provides encampments with one *Cadet Encampment Handbook* per participant, upon request [via this form](#) (please order 6 weeks in advance). Note that the handbook is not a substitute for a dormitory guide or standard operating procedures.

b. Lesson Plan Library. A lesson plan is available for each activity listed in part 5, via an online lesson plan library at GoCivilAirPatrol.com/encampment. The intent of the lesson plans is twofold. First, the plans identify specific and measurable learning objectives for each activity or class. The instructor's role is to lead the students toward fulfillment of those standardized objectives. Second, the lesson plans offer a ready-made way to teach the material and/or conduct the activity. Instructors may follow the recipe-like plan or pursue their own ideas. The plans are starting points for creative, experienced instructors, or helpful crutches for the less experienced.

Most lesson plans include visual aids in the form of slides. The natural tendency is to assume that lessons need to be delivered in a presentation-style format in a lecture hall equipped with a projector. That is not the case, especially in lessons that figure 5.1 recommends for flight or squadron level execution. At the flight or squadron level, lessons could be conducted in a non-traditional format, perhaps with cadets seated around a table or seated on the ground in a shady spot outdoors, with the instructor not using visual aids altogether, or alternatively, printing a hard copy of the visual aids and slowly displaying each as if they were posters. Regardless, the ultimate goal of encampment lessons is for the instructor to lead the students toward fulfillment of the learning objectives. Style and setting are secondary concerns.

c. Local Dormitory Guide. Because each facility is unique, each encampment will want to create its own standards for how cadets will prepare their dorms, use the dining facility, manage competitive sports, etc. Detailed guidance on how to make beds, arrange wall-lockers, and care for the common areas needs to be communicated to the cadets. A suggested best practice is to provide this information in diagram form via a handout or several posters to be displayed throughout the dorm. Some encampments choose to publish this information in booklet form and use it as hip pocket training. Note that the local Dorm Guide ought not include academic content – the Cadet Encampment Handbook fulfills that role.



1.5 Increasing Program Participation

CAP wants its encampment program to serve as many cadets as possible. Suggested best practices for boosting participation include looking at capacity rates and squadron participation rates.

a. Encampment Capacity Rate. This statistic, which is one of the metrics identified in §1.6 below, measures the percent of vacant bunks at a given encampment facility. If an encampment has access to 100 cadet beds and is serving 82 cadets, the capacity rate is 82%. Capacity rates tell the region and neighboring wings that space is available at that location, and so participation system-wide could increase by sending cadets next door.

Figuring maximum capacity can be somewhat squishy. If an encampment typically uses one dormitory but could have obtained a second, what figure should be used? Further, the size of the adult staff, the number of vans available, and other resources are limiting factors. Encampments may be reluctant to report a low capacity rate, believing it reflects poorly on their program; rather, spreading news about vacancies is a good thing.

Therefore, a suggested best practice is for region DCPs to take a hands-on approach in monitoring capacity rates. They should notice which locations are likely to have surplus capacity in the coming year, and then during registration season, closely monitor registration figures and steer cadets to neighboring locations if needed. Region and wing DCPs should advocate for border-jumping where that practice makes sense, advocate for vans to be made available to bring cadets across the border, and attempt to add staff to serve the larger corps.

b. Squadron Participation Rate. This statistic, which is one of the metrics identified in §1.6 below, measures the percent of cadet and composite squadrons in the wing that sent at least one cadet to the home wing's encampment. If the wing has 10 such squadrons, and 8 send at least one cadet to encampment, then the squadron participation rate is 80%. The statistic is important in that to serve as many cadets as possible, CAP needs to reach cadets from every squadron in the wing.

The squadron participation rate is important because if a squadron is not sending anyone to encampment, that could indicate that the squadron's Cadet Program is facing some fundamental problems, and/or is bound to struggle in the coming year. Further, if the encampment wants to grow its cadet corps size, turning to previously unrepresented squadrons may be the most effective way to boost total enrollment, more than eeking out a couple additional cadets from a squadron that is already very well-represented.

Accordingly, the suggested best practice is for the wing DCP take note of which squadrons did not participate and/or had very low participation in the previous year and organize a "publicity roadshow" concurrent with the next registration season. The roadshow team would then develop a "show and tell" presentation explaining what's fun about encampment, what cadets do during a typical day, dispel myths about the program, allow for Q&A time, explain CEAP and scholarship opportunities, and generally make an extra effort to encourage participation from squadrons that have sat on the sidelines.

1.6 Program Metrics

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

Individual Cadets' Learning

a. Individual Advisories. The Encampment Cadet Advisories are versions of the familiar CAPF 60-90 series form, tailored to the encampment environment. They are available in a student version (CAPF 60-95) and a cadet cadre version (CAPF 60-96). The CAPF 60-90 series serves each cadet as an individual, providing meaningful feedback about his or her leadership skills, contributions to the team, personal character, etc., along with helpful suggestions for further growth. Flight staff and training officers prepare the CAPF 60-95's and discuss them with each student individually in a mentoring setting during Lesson C5. CAPF 60-96's for cadet cadre are prepared by the cadet's superior and training officer or commandant, then reviewed in a mentoring setting during Lesson C6. In short, through the Encampment Cadet Advisories, each cadet receives individualized feedback and the staff gains a sense of whether they led each individual toward fulfillment of the encampment purposes. The key metric for the advisories is for each cadet to score a 3.0 out of 5, or better, on the CAPF 60-90 series feedback forms.

Customer Satisfaction

b. Encampment Critiques. Akin to a customer satisfaction survey, the encampment critique gives participants an opportunity to voice what they liked and disliked about their encampment experience so that leaders can improve the program for next time. One version of the critique is available for cadet students and cadre, while a separate version is designed for the senior staff. Participants complete the critiques during Lesson X19. Encampment commanders will retain the critiques in a continuity file for 1 year for the benefit of the next encampment staff. The key metric for the critiques is for the encampment to average 0.5 points or better on the cadet critique forms.

Cadets as Teams

c. Squadron & Group Training Meetings. These daily conferences not only function as staff meetings or commander's calls, they also contribute to the metrics effort as leaders discuss the performance of flights and squadrons as teams. (In contrast, the advisories and critiques are about individual performance and individual satisfaction.) Team performance is measured informally during the STMs and GTMs. Leaders consider dormitory and uniform inspection results, performance in drill, calisthenics, and team sports; conduct during classes and tours; performance during team leadership problems, and other intangible signs of unity and cooperation. The participants measure the success of these meetings informally.

Operational Success

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

Encampment Metrics: Helpful Tools, Not Paperwork

The metrics process is designed to be as administratively easy as possible while still offering leaders a full picture of their encampment program.

The metrics process is not a paperwork drill but a meaningful look at the encampment's success with each individual participant, with the flights as teams, and within the context of the wing's overall Cadet Program.

Troubleshooting Metrics

Q: What if a cadet scored below 3.0 on the CAPF 60-90 advisory?

A: The cadet still graduates, assuming he or she meets the usual requirements, but the low score should cause the encampment staff to rethink their leadership methods. What can the staff and cadre do differently next time so that each individual cadet succeeds and does not fall through the cracks?

Q: What if the encampment critiques average below 0.5 points?

A: There is no direct penalty to the encampment or host wing or region, however the low rating ought to prompt the leadership to rethink its program from a customer satisfaction perspective.

Q: What if the encampment report's key metrics fall below the guidelines?

A: Again, metrics exist to inform local and national leaders on the status of the program and do not trigger automatic penalties of any sort.

communicating about change that can help cadets in preparing their AARs. The key metric for AARs is for 85% of the cadet officers to submit a thoughtful AAR.

Program Impact

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

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

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

PART 2: OPERATIONAL STANDARDS

2.1 Welcome Materials

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

2.2 Integrated Flights & Co-Ed Environments

Cadet flights will be equally balanced by age, gender, cadet grade, and home unit, to the extent possible. Family members will be segregated from one another whenever possible. Flights should not be segregated by gender, except as a last resort due to logistical necessity. The real world is fully integrated; cadet activities need to be as well so that male and female cadets learn to work together as a single team.

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

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

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

b. Coed Inspections of Barracks. Barracks regimens and inspections are an important part of the leadership block (see §5.2). In a co-ed cadet environment, this is problematic because of the need to uphold comparable standards for male and female cadets, while prohibiting male cadets from accessing female cadets’ personal belongings, undergarments, and the like, and vice versa. A best practice to consider is to prohibit cadets of the opposite gender

ENCAMPMENT WEBPAGE

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

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

from inspecting items stored in drawers, but for beds, uniform lockers, and common areas to be inspectable. A ranking cadet of the student's gender could follow-up the main inspection by checking the drawers or specially-designated areas.

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

2.3 Uniforms vs. Civilian Attire

Experience has shown that prohibiting cadets from wearing civilian attire during cadet activities facilitates good discipline and reduces the likelihood of behavior problems. Therefore, encampment commanders will require cadets to remain in a "uniform" from the encampment's start to finish. Obviously, sleeping, showering, and swimming times are the exception, but even when ABUs or Blues are inappropriate, such as during fitness activities, laundry time, and personal time, a "uniform" (e.g. navy shorts and a plain white tee) can be designated. Some NCSAs put cadets in khakis and special polo shirts during off-hours, for example, and that approach has proven more effective than allowing each cadet to wear whatever civilian attire in which they normally hang-out.

2.4 Meals, Sleep & Personal Time

a. Meals. Encampments will provide every participant with three full, well-balanced meals daily, excluding travel days. Cadets may be excused from a meal only by the training officer, commandant, or encampment commander. Upon receiving the meal, cadets will have at least 15 minutes of uninterrupted, training-free time to eat (cadre will ensure the students' basic decorum, but no classes, quizzing, flight meetings, etc. are allowed). Refer to CAPR 60-1 9.4.5. See GoCivilAirPatrol.com/ToServeCadets for food service resources.

b. Drinks & Snacks. Sodas (soft drinks, Coke, pop) should be prohibited except for special events such as a graduation cookout. Energy drinks (i.e.: Red Bull, Monster) are prohibited at all times. Sports drinks such as Gatorade or Powerade are permitted. Snacks like fruits, granola bars, and similar items should be available for cadets to carry with them and eat between meals.

c. Sleep. Encampment commanders will program 8.5 hours of uninterrupted sleep time for all students every night. Cadet cadre will have at least 8 hours of uninterrupted sleep time, and should be permitted downtime as schedules allow (i.e.: concurrent with the students touring a facility the cadre saw last year). Refer to CAPR 60-1 9.4.5.

d. Personal Time. For students, the 30 minutes preceding lights out will be reserved as personal time, during which absolutely no training is to occur, though cadre will monitor cadets to prevent horseplay. During personal time, students may shower, prepare their uniform for the next day, visit with their flight mates, read, write in their journals, and even turn-in before lights out. Refer to CAPR 60-1 9.4.5.

e. Personal Needs. Flight staff will proactively ensure cadets have time to care for their personal needs throughout the day. Cadets must have 15 minutes of undisturbed time, upon scheduled wake up, to use the bathroom, get changed, and take care of personal hygiene. Refer to CAPR 60-1 9.4.5.

f. Showers & Hygiene. All cadets will shower daily and use deodorant / antiperspirant. Seniors will shower separate from cadets. The object of showers is hygiene, not training. Therefore, showers will not be regimented or formally timed, though the flight staff will ensure that every cadet moves along, gets clean, and does not horse around. Senior staff should be aware that the communal showers could be a new experience for many cadets.

g. Daily Blister Check. Following daily shower time, the training officer, assisted by the flight staff, will check each cadet's feet for blisters. Training officers will provide treatment and preventive aid at this time, as needed.

2.5 Reception at Encampment

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

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

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

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

When the Base is Closed to Cadets' Families

Parents' access to DoD installations can be limited, so although they might not get to tour the facilities upon arrival, the overall principle of greeting them, providing an orientation, and establishing a good rapport holds true in all situations.

Parent Orientations: Practical Considerations

Obviously, not all parents are able to drop-off their cadet and attend an in-person orientation. But if parents do bring the cadet to encampment, the encampment must invite them to attend a brief orientation.

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

c. Phone Call Home. If a cadet arrives with someone other than a parent (ie: another cadet's family or the hometown unit), the greeting senior staff member must ensure the cadet calls home to let the parents know that he or she arrived safely. This phone call home is also the opportunity for the senior staff to work through the greeting process tasks of §2.6a above.

d. Good-Byes. When the moment comes for the student to enter the encampment area, the senior staff member should tactfully indicate that this is the time for parents and their cadets to say good-bye to one another. The cadet proceeds to the encampment area, and the parent(s) proceed to the parents' orientation or depart for home. For a perspective on the learning goals of this process, see §5.7a.

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

2.6 Contraband Check

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

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

- tobacco, e-cigs, alcohol, illegal drugs
- non-prescription drugs, herbs, supplements, etc., not indicated on the CAPF 31 application
- weapons, fireworks, (pocket knives may be allowed at the encampment commander's discretion)
- snacks, candy, gum, soda, energy drinks, etc. (encampment commanders may grant cadre privileges)
- cell phones, computers, and consumer electronics (see §2.7c below)

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

c. Cell Phones & Computers. Each encampment sets its own policy regarding cadets' access to cell phones and the Web. This policy must be explained in the initial welcome materials (§2.1) so that cadets and parents have advance notice of encampment rules. Encampments are encouraged to prohibit cell phone and web access for the duration

of encampment, but at a minimum, cadets will be prohibited from using phones and computers until Phase III begins (see §5.7c). Encampment commanders may grant cadet cadre privileges in this area, particularly for using personal electronics to conduct official business.

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

e. Prescription Drugs. Follow CAPR 60-2 2.3.6: At overnight CAP activities, cadets will not keep medications (including both prescription and over-the-counter medications) on their person, unless the medication is one of the allowed rescue medications described below. Further details on cadet medications, including best practices, are found in CAPP 79-10, Cadet Medication Best Practices.

2.7 Merit / Demerit & Award Programs

Encampments develop leadership skills and moral character in cadets through positive methods. Consequently, merit/demerit systems are prohibited because they function primarily through negative reinforcement. In contrast, award programs that challenge cadets to pursue excellence are encouraged. See Part 7 for guidance.

2.8 Early Dismissal

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

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

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

c. Expulsion for Disciplinary Reasons. Encampment commanders may expel cadets who refuse or are unable to abide by encampment rules. Expulsion is a last resort and normally is preceded by a series of progressively escalating interventions (ie: additional training, verbal warnings, formal counseling, etc.), though commanders may direct immediate expulsion for egregious offenses, after coordinating with a parent or guardian. As a courtesy, the encampment commander will notify and provide a summary of the incident to the expelled cadet's unit, group, and wing commander via email. See CAPR 60-1 3.6.4.

2.9 Dismissal Upon Graduation

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

a. Clean-Up. Before being released for the journey home, of course everyone must contribute to the clean-up effort.

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

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

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

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

PART 3: SAFETY

3.1 Encampments: Adventurous or Safe?

Will an encampment be challenging and action-packed, or safe? This is a false dilemma. CAP believes encampments can be both adventurous and safe.

But an aggressive safety program is especially needed at encampment, the preeminent cadet activity on the annual wing calendar. After all, encampment is different than routine squadron meetings and “Saturday” activities. Encampment is an overnight program. The days are long and busy, with cadets on the go for nearly 16 hours straight. Training is action-packed and marked by new experiences like a trip to the firing range or rappel tower or an active military flight line. Add to the mix summertime’s hot weather or the December holidays’ bitter cold, the physical and mental stress of a military-like training environment, and the unstoppable exuberance of teens and you have created conditions where people will get hurt unless adults make safety a non-negotiable value.

3.2 The Encampment Safety Officer

The adult who keeps the safety perspective foremost in everyone’s mind is the encampment safety officer. The safety officer reports to the encampment commander and advises that individual on all aspects of safety and mishap prevention. Safety is inherently a command responsibility; while commanders ought to delegate authority to safety officers to lead an encampment’s safety efforts, and in a very real way safety is everyone’s concern, the responsibility of keeping participants safe cannot be delegated; the commander or the ranking on-scene adult is responsible for participant safety.

The safety officer’s duties generally fall into one of five roles as outlined below, and those duties will make obvious the need for the safety officer to be appointed several months prior to the encampment.

a. Administrative Readiness for Safety. As the encampment staff prepares to conduct the encampment program, the safety officer ensures that the encampment is administratively prepared to meet or surpass CAP safety requirements. This duty includes:

- Reviewing all participants’ personnel records to ensure each is current in their safety training;
- Reviewing adult participants’ (cadet and senior) personnel records to ensure each has completed the Cadet Protection Basic Course and that the senior members are in “approved” status (i.e.: have satisfied CAP fingerprint and background checks);
- Reviewing participants’ medical data via the encampment application and noting what accommodations or limitations are needed due to pre-existing conditions, and communicating that information to leaders on a need-to-know basis; (Note: if available, a health services officer should lead this task);
- Reviewing prior year encampment reports, mishap reports, and mishap trends.

b. Planning for Safety. The safety officer is the focal point and lead in preparing local rules and plans for protecting the safety of all participants. This duty includes:

- Conducting operational risk management analyses for encampment activities, especially the most physically demanding activities;
- Coordinating with host agencies / guest instructors prior to cadet tours and hands-on activities so that encampment attendees can arrive at each activity prepared to participate safely; (Example: a day or two prior to the cadets' running an obstacle course, the safety officer should meet with the host agency to discuss the obstacle course's safety requirements in detail);
- Learning of local emergency responder resources –how to call an ambulance, where hospitals are located, etc. – and developing a plan of action in the event that a participant requires medical attention or support from the fire department or police;
- Identifying a rally point and headcount procedure in case the encampment area must be evacuated due to fire or other emergency;
- Identifying and obtaining the equipment necessary to conduct the encampment curriculum safely. (Example: If cadets will fly, obtaining hearing protection; in warm weather, obtaining water, etc.)

c. Vigilance. CAP senior members supervise cadets in loco parentis – in the place of the parent. The law requires that they exercise the same level of care, supervision, and protection that a reasonably prudent mom or dad would for their own child. It is not sufficient for an encampment to merely establish local safety rules; the adult leaders must ensure that the (mostly) teenaged cadet participants are consistently abiding by those safe practices, and if not, to intervene in protection of the cadet's safety. This duty includes:

- Being physically present at the encampment and observing participants' conduct in regards to safety throughout the various activities – sometimes known as MBWA or "management by walking around";
- Directing participants to cease unsafe behaviors, as necessary, and motivating other leaders to be equally pro-active;
- Monitoring the encampment's compliance with the host installation's local safety policies;
- Monitoring the encampment's compliance with CAP policies on high adventure activities and weapons training (see CAPR 60-2, 2.7 and 2.7.5);
- Monitoring the encampment's compliance with the work load/rest guidelines during hot or cold weather (see CAPR 60-2, 2.6.13 and 2.6.14);
- Monitoring the encampment's compliance with CAP cadet protection policies and fraternization rules (see CAPR 60-2);
- Monitoring the encampment's compliance with CAP vehicle operation policies (see CAPR 132-1);
- Participating in daily staff meetings to maintain an understanding of upcoming events;
- Cooperating with training officers to provide for the overall health and well-being of the cadets.

d. Education of participants. The safety officer is the encampment's #1 resource for learning how to operate safely. This duty includes:

- Developing, conducting and/or supervising daily safety briefings;

- Educating participants of the “all stop” or “knock it off” principle whereby any participant, regardless of rank, may demand all halt their activity if an unsafe condition is noticed (see §2.5c);
- Educating participants on procedures in case of fire or emergency evacuation;
- Educating senior staff on procedures to follow in case of a medical emergency;
- Educating participants on the warning signs that precede heat injuries, exhaustion, dehydration, and similar medical conditions;
- Educating drivers on CAP safety policies regarding vehicle operations (see CAPR 132-1);
- Conducting (or facilitating with the help of a subject-matter expert) activity-specific safety briefings immediately prior to the start of physically demanding or potentially hazardous activities such as obstacle courses, flight line operations, rappelling, etc.;
- Educating encampment leaders on how they might modify their operations in the event of hot or inclement weather;
- Educating the executive staff on the encampment’s overall safety performance and recommending steps for improving overall safety.

e. Reporting and investigating mishaps. If a safety mishap does occur, the safety officer takes the lead in reporting and investigating it. This duty includes:

- Reporting safety mishaps to CAP officials via eServices, per CAPR 160-2;
- Carefully considering the event to figure out what happened, why, and how the encampment might mitigate that risk in the future.

3.3 General Safety Practices

a. Safety Officer’s Checklist. The safety officer will work through the safety checklist (see 3.5) before cadets arrive, and coordinate local procedures with the encampment commander and staff. Many encampments find it useful to confer about safety policies and train cadet cadre and senior staff in how to meet those obligations during a staff training exercise conducted some time before the encampment begins.

b. Knock It Off. Any participant who notices a dangerous and unforeseen hazard may sound the Air Force command, “knock it off,” temporarily halting whatever activity is taking place at that moment until the senior staff authorizes the cadets to resume their activity.

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

e. Cadet Charge of Quarters or Firewatch. Cadet CQ programs are ineffective as safety precautions, do not impart meaningful learning, are potentially hazardous, and are therefore prohibited. Cadets will not serve as sentries or safety monitors during the overnight hours. A senior member must bunk in close proximity to the cadets (at least one senior per floor or wing is suggested) and be available to respond to any emergencies that arise between lights-out and reveille. See CAPR 60-1 9.4.6.

e. Bunk Beds. If you can avoid putting individuals in a top bunk, please do so. Bunk beds should have side rails to reduce the likelihood of the sleeper accidentally rolling out of bed. If bunk beds are used, consider asking if any participants have previously slept in a bunk and assign those individuals to the top bunk.

f. Obstacle Course. If using an obstacle course that requires cadets to reach heights greater than 12 feet from the ground, please first confer with CAP/SE at safety@capnhq.gov to discuss risk control options.

3.4 Medical Care at Encampment

a. “Medical Officers.” CAP is not a health care provider, so having a physician or nurse or other medical professional on staff at encampment is not required by CAP regulations. In fact, even if an encampment is fortunate enough to have a medical professional in attendance, CAP’s policy is for health professionals to provide care only in emergency situations, stabilizing the patient until private medical care or military care can be obtained. In some states, a “camp nurse” statute affects encampments; consult the wing legal officer for guidance in those situations.

b. Role of Health Services Officers. What Health Services Officers can do for encampments, apart from providing emergency care, is to lend their expertise by advising commanders and participants on health, fitness, disease, and injury prevention topics. They are also authorized to provide training in CPR, first aid, and similar topics, consistent with their professional competencies. In these capacities, Health Services Officers should work closely with the encampment safety officer.

c. Over-the-Counter Remedies. Non-prescription medications may be given to minor cadets as needed and according to package directions by CAP senior members, if permission has been given in writing by the cadet’s parent or guardian (See CAPP 79-10 and CAPF 163).

d. Communicating with Parents. See CAPP 79-10 for suggested communication to parents about cadet medication management.

3.5 Common Safety Concerns at Encampments

Listed on the page below is a checklist for safety-related topics that apply to most encampments, though each environment is different. Safety officers should consider this checklist a starting point in making preparations for a safe encampment. Detailed guidance and safety best practices for these topics may be available at GoCivilAirPatrol.com/safety.

SAFETY CHECKLIST

Personal welfare

wingman system
nutrition
hydration
rest room access
daily showering
sleep

Protection from the elements

sunscreen
rain
reflective gear in evenings
bug repellent

Dormitory life

horseplay
sleepwalkers
bunk beds

Missing person procedures

Headcounts

Building/facility

general condition of the building
slip, trip, & fall hazards
heating & air conditioning
emergency exits & signage
emergency evacuation
intruders / strangers procedure
fire extinguishers & fire alarms
first aid kits

Physical fitness and sports

warm-up & cool-down
proper instruction & execution of calisthenics
safety gear during sports

Drill & ceremonies

locked knees in drill

Vehicles

vehicle inspections
back-up spotters
seat belt usage
driver licensing

Flying

flight line
ear protection
in-flight emergencies

Obstacle courses

walk-throughs
off-limits obstacles
height limits
safety gear (helmets, gloves)
spotters

High adventure

firearms & range procedures
water survival
rappelling & climbing

Hikes/expeditions/ bivouacs

fires
knives
routes
trail blazes and cairns

Heavy machinery

conduct during tours

Food service (if applicable)

food storage and handling
kitchen sanitation

Adult leadership

adult to student ratios
CPP compliance
special needs cadets
CPFT category assignments / cadets with limitations

PART 4: STAFF ORGANIZATION

4.1 Organizational Structure

The encampment is a Group-sized organization in all but the smallest wings' encampments, where the encampment may operate as a squadron. Very large encampments may operate with a wing structure if needed. A Cadet Training Group (CTG) is comprised of two or more squadrons. A Cadet Training Squadron (CTS) consists of two or more flights. Encampments will operate using the traditional, military-style "line" and "staff" organizational model, similar to what is depicted in Figure 4.1 on page 19; an incident command system model is not authorized for encampments.

a. Staff Selection Authority. The encampment commander selects the senior staff, and with the advice of the commandant, the top cadet cadre. The cadet commander normally selects the mid- to lower-level members of the cadet cadre, subject to the commandant's approval, or alternatively, the cadet cadre could be selected by a board of seniors and cadet officers from across the wing (or region). Within each flight, the flight commander selects from among the flight's students a guide, element leaders, and assistant element leaders, with the approval of the training officer.

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

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

The encampment must provide at least one full-time training officer per flight. The ideal maximum cadet to training officer ratio is 18:1. When large flights are used (ie: flights of more than 18 cadets), it is recommended that a squadron-level senior training officer or an assistant training officer be available to keep the adult to cadet ratio manageable. Further, encampments should have senior members of both genders on staff. Typically, female cadets are the minority, and while in no way limiting their full and active participation, the encampment should endeavor to have 1 female senior member (who can serve in any staff role) available for every 18 female cadets.

The adult ratio standards in CAPR 60-2 must be followed. The encampment standards of adult supervision should exceed those normally required by CAPR 60-2. The heightened standard is necessary due to the encampment's duration, high tempo of intensive activities, and tendency to attract the younger and less-experienced cadets.

In loco parentis

Latin for "in place of the parent." This legal concept empowers and requires adult chaperones, such as senior staff at an encampment, to look out for the safety and well-being of a child (cadet) entrusted to their care.

For example, society and the courts expect reasonable parents to ensure that their kids have access to plenty of water when out and about on a hot day. Why? A parent who has a child's best interests at heart would foresee the risk of heat injuries and take the initiative to minimize those risks, even though their teenaged child might deny the presence of risk or not want to stop and drink water and rest in the shade periodically. Responsible parents would know better and would actively work hard to keep their kids safe.

Senior staff are in loco parentis, expected by CAP, society, and the courts to not be indifferent to the well-being of cadets. They need to show as much care for the cadets' safety as they would if the cadets were their own children.

c. Organizational Design Considerations. In a hometown CAP cadet or composite squadron, there is no standard, one-size-fits-all design for the cadet structure (see CAPP 60-31, 1.3). The organizational design fluctuates as the cadets collectively advance in grade, age-out of the program, and new batches of recruits enter the squadron. This systems perspective applies to encampments, too. Accordingly, the encampment's organizational design should depend upon three factors.

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

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

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

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

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

4.2 Cadet Cadre Selection Exercise

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

- Advertise the cadre selection exercise well in advance and conduct it concurrent with another major cadet activity so that participation is as logistically painless as possible.
- Require that cadet cadre applications be endorsed by the cadet's unit commander.

Encampment & The Incident Command System

ICS is recognized as the standard, on-scene management approach in several fields. However, it is not suitable for encampments.

The main reason for this is because the cadet cadre exists to develop cadets' leadership skills. The line-and-staff method, common to business and the military, is best suited to the task of introducing young leaders to basic organizational principles. In contrast, ICS is an advanced system that values efficiency, interoperability, and management by objectives.

Cadet Cadre Qualifications

Encampment commanders are strongly encouraged to select cadet cadre who hold a previous encampment credit or JROTC equivalent to serve the encampment. This allows for the best quality of training and leadership possible, as the cadet leaders will have already experienced first-hand the challenges that encampment presents to its students.

- Compare candidates using standardized criteria that matches the demands of the position they are applying for. Run all flight sergeant candidates through the same basic interview questions, drill problems, uniform inspection, and test of academic knowledge, for example. Use a different set of criteria for officer-level positions.
- The encampment commander and commandant should be the two primary leaders involved in interviewing and selecting the cadet executive cadre, though additional leaders could also be included.
- Involve cadet officers in operating the practical selection exercises and interview boards for the mid- and lower-level cadre positions. The cadet officers' performance in managing a series of drill and ceremony exercises for NCO applicants, for example, can serve as an evaluation item for themselves, too.
- Provide meaningful feedback throughout the exercise so that cadets can maximize their learning. Offer constructive criticism of the cadet's resume and performance during interviews, for example. View the selection exercise as a series of teachable moments, not a mere personnel process.
- If an in-person selection exercise is not logistically feasible, consider conducting interviews via web cams and still requiring cadets to submit resumes.
- After selecting and announcing the cadet cadre, use the remaining weeks leading up to encampment to train the cadre how to fulfill their duty responsibilities.
- Make clear to the cadets that maintaining their status as cadre depends upon their continuing to lead by example; any personal misconduct in or out of CAP could jeopardize their encampment position.

4.3 Position Descriptions

Senior staff positions are described below. For cadet cadre position descriptions, see CAPP 60-31. Encampments may customize the descriptions to meet their needs; the outlines below and at CAPP 60-31 are starting points.

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

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

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

- Budget preparation, purchasing, and bookkeeping
- Coordination of ground transportation, including obtaining vans from the wing or squadrons

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

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

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

d. Safety Officer. See Part 3 for an in-depth discussion of safety.

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

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

- Facilitating the student, cadre, and staff end of encampment critique process.

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

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

g. Chaplain. The encampment chaplain is responsible for the moral and spiritual welfare of all participants. The chaplain is a member of the commander's staff and as such is the advisor to the commander and staff on matters of religious freedoms, morals, and well-being of personnel under his or her command. Assistant chaplains may be appointed to assist in discharging these duties. The functional responsibilities include:

- *Providing counsel.* Any encampment participant may meet with the chaplain(s) at any time. This request will not be denied. Any matter that an encampment participant wishes to share with a chaplain is protected as a privileged communication of clergy and counselee (see CAPR 80-1). Throughout the encampment, daily opportunity will be afforded for personal contact with encampment participants. As chaplains visit cadets during the various activities and make themselves known, many cadets will, in turn, seek out the chaplain for assistance and advice. Training Officers will often seek the chaplain's assistance when counseling cadets. The chaplain's table in the dining hall will be a place of defusing. Especially during the time following inspections and during personal time in the evenings, chaplains will make a special effort to do a walk-through of the dorms and interact with the cadets as a ministry of presence.
- *Supporting cadet character education.* Chaplains are a resource for character education activities and the overall Character Block (§5.5). Chaplains may be used as instructors, coordinators, evaluators, or in similar purposes for the Character Block. Character Development Instructors (CDIs) may also assist.

Practical Requirements for Training Officers

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

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

- *Supporting participants' religious needs.* Chaplains will provide opportunity for formal worship, and when necessary, coordinate support for participants whose religious needs cannot be served by CAP or the host installation. If a chaplain is unavailable to support an encampment in person, the encampment commander will nevertheless ensure that participants have access to formal worship.

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 GoCivilAirPatrol.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 below. Encampment commanders may grant credit to cadets who leave early due to a serious hardship or injury. Cadets who leave early due to personal choice or misconduct do not receive graduation credit. The encampment commander is the final authority on matters of graduation credit.

- Active participation in 34 contact hours (roughly 80% of the minimum 42 contact hours)

Minimum Contact Hours

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.

- Satisfactory adherence to the Core Values, in the judgment of the encampment commander
- Successful completion of all academic assignments in the *Cadet Encampment Handbook*

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). Advanced students and cadet cadre 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. Senior staff earn participation credit upon completing 20 contact hours of service, 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
	<i>Total Requirement (rounded / approximated)</i>	<i>20 hrs</i>

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 CAPP 60-33, *Drill and Ceremonies*, available at GoCivilAirPatrol.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 GoCivilAirPatrol.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 STEM and aerospace career opportunities, especially Air Force careers.
- 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
<i>Total Requirement (rounded / approximated)</i>		<i>10 hrs</i>

A4 Military-Hosted Aerospace Activities. Encampments should take 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 (GoCivilAirPatrol.com/ae).

- Model Rocketry
- Satellite Tool Kit
- Robotics
- Radio-controlled aircraft

- 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 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

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.

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 GoCivilAirPatrol.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.

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
<i>Total Requirement (rounded / approximated)</i>		<i>4 hrs</i>

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 Check	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
<i>Total Requirement</i>		<i>varies</i>

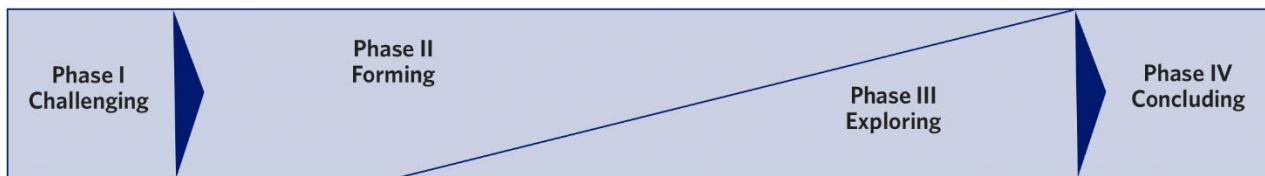


Figure 5.1. Learning Phases in the Encampment

5.7 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.

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.

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

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.

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.

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.

PART 6: INSPECTION PROGRAMS

6.1 Purpose of the Inspection Program

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

6.2 Inspection Program Guidelines

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

a. Progression. Inspections begin at the flight level, then progress to the squadron level, and conclude at the group level. There are 3 flight-level inspections, 2 or 3 squadron-level inspections (depending upon encampment duration), and 1 group level inspection. As the inspection echelon increases, so too should the cadets' performance.

b. Team-Focus. Individual performance is important, but the learning goal is primarily team-oriented. Accordingly, the inspection focuses upon the teamwork involved in the cadets' ordering their living quarters.

c. Format. Dormitory inspections are always to be "stand-by" inspections, with the students physically present and "standing-by" their bunks (or whatever placement is deemed best). Cadets are inspected as flights. For sake of fairness, flights will have an equal amount of preparation time. Likewise, with squadron and group inspections, the inspection party will devote an equal amount of time to each flight. Flights that are awaiting inspection or awaiting the next activity should use that downtime for meaningful activity (ie: working on cadet handbooks, drill, or hip-pocket training).

d. Inspection Party. Inspection is an inherent function of command. Accordingly, encampments will not create a permanent inspection party, sometimes called standardization and evaluation teams, for stand-by inspections. In a cadet environment, the cadets' youth and the short duration of the encampment necessitates their receiving as much individualized attention as possible. Flight and squadron commanders are best positioned to provide that personalized mentoring and therefore they lead the inspection party, not a stan/eval team.

Inspections as Learning & Scoring Systems

The primary goal of inspections is for students to learn and develop teamwork skills. Cadets learn if their performance is up to standard, and learn what they can improve upon.

Inspections also educate commanders, too, because they are tests of the team's effectiveness. Commanders learn which students are excelling and which need more training or motivation. Therefore, only commanders conduct stand-by inspections.

The secondary goal of inspection is score-keeping in a competitive environment. Inspections measure teamwork, so if each flight's performance can be measured and scored dispassionately according to a single standard, then inspection results can be major factors in award programs.

To achieve both goals, the suggested best practice is to have a stan/eval team conduct an inspection without students present, being careful not to disturb anything in the dorm. Later that day, commanders would conduct their actual stand-by inspections. If this dual approach is impractical, encampment commanders are free to forego use of a stan/eval team.

e. Standardized Scoring. Encampments will adopt a single scorecard to be used during each inspection. This practice provides for a consistent measurement of cadet performance. If the flight is developing into a team as expected, it will score progressively higher marks on the standardized scorecard. For the purposes of consistently scoring inspections that impact honor flight awards, encampments may assign that scoring function to a group-level stan/eval team, but as mentioned above, stan/eval teams do not conduct stand-by inspections.

f. Learning vs. Facility Maintenance. While cadets will need to clean their dormitory and perform simple upkeep, the inspection program is not intended as an exercise in the janitorial and sanitary arts. Again, the goal is to teach teamwork, not to make the floor clean enough to eat from.

6.3 Inspection's Team Focus

What does it mean for the inspection program to have a team focus? The encampment is obliging cadets to live together, to work and learn together, and to find creative solutions around the interpersonal stresses that such an environment naturally produces.

a. Areas of Collaboration. The evidence of teamwork is found in the team attending to its common areas as much as each individual's living space. Attention to detail in identifying areas that need standardization, and then carrying-out that standardization across the whole flight, is another sign of teamwork. Efficient time management, coupled with a division of labor and perhaps specialization is another indicator. For example, perhaps two cadets working together can make beds better and faster than individuals working alone, and perhaps one cadet has a natural gift for shining shoes and therefore does nothing but that task. Those are some of the areas a well-designed inspection program focuses upon, not on finding the cadet possessing the best janitorial skills.

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

6.4 Inspection Procedures & Methods

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

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

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

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

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

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

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

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

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

g. Opportunity for Praise. A discerning inspection party can always find something that deserves complimenting. In contrast to the principle of criticizing inanimate object (see §6.4e above), cadre are encouraged to personalize their praising of cadets. "Cadet Curry, you've come a long way since the last inspection. Great job with the bunk!" is an appropriate, positive reference to Cadet Curry as a person.

6.5 Training Intensity & Stress Management During Inspections

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

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

b. Effects of Deficiencies. Because the object of the inspection program is to test the cadets' teamwork skills and (re-)motivate them in the overall area of military-type skills, the quantity of deficiencies an inspection party cites is a function of each cadet's training needs. Put another way, the object is not to precisely score each cadet's performance and account for each and every gig. Citing 12 gigs is counterproductive when 5 deficiencies provides

sufficient motivation to a struggling cadet, prompting him or her to pay closer attention to detail or ask roommates for help. In contrast, an older, self-confident cadet with several stripes can show resilience in the face of 12 deficiencies and may need such scrutiny to motivate him or her to get beyond complacency.

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

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

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

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

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

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

PART 7: AWARD PROGRAMS

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

7.1 Honor Flight

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

Suggested criteria include:

Uniform and dormitory inspection scores	20%
Team Leadership Problem victories	20%
Team sports victories	20%
Spot checks of cadets' academic knowledge	15%
Being on time for and conduct during classes and tours	10%
Overall esprit de corps (subjective judgment)	15%

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

7.2 Individual Awards

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

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

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

commander could nominate one cadre NCO, with the final selection being made by the cadet commander, with the commandant holding veto authority.

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

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

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



CIVIL AIR PATROL
CADET PROGRAMS

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