CIVIL AIR PATROL

RCLS DIRECTOR GUIDE

Guidance and Curriculum
for
Regional Cadet Leadership School

NATIONAL HEADQUARTERS
CIVIL AIR PATROL

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Special Thanks

Course Overview

Mission
The Region Cadet Leadership School (RCLS) is a course in officership, indirect leadership, and other themes relating to Phase III and IV leadership expectations.

Vision
To develop skilled, ethical, and dedicated cadet officers who excel as leaders within the Civil Air Patrol and beyond—bringing mission-driven leadership into their communities to shape a brighter future for all.

Contact Hours
A minimum of 40 contact hours is required. To receive graduation credit, cadets must participate actively in 80% of the school, in the judgment of the activity director (CAPR 60-1 Chapter 8). Contact hours do not include course pre-work or homework.

Modes of Delivery
RCLS can be conducted in person, hybrid (part virtual and part in person), or fully virtual. Directors should make the mode of delivery clear in their advertising and registration process. Virtual programs should be transparent about the amount of time a cadet needs to spend online/on screen so cadets with learning challenges can make an informed decision about attending that mode of delivery.

Required Curriculum Hours

Core Competency Area	Minimum Hours**	Recommended Hours
I. Project Management	12	16
II. Organizational Leadership	6	8
III. Critical Thinking/Decision Making	6	8
IV. Interpersonal Skills	4	8
V. Electives	0	6
TOTAL	28	46

*The minimum contact hour requirement is 40 hours. 12 hours need to be fulfilled with other classes or electives.

Core Competency Areas
Utilizing the Phase III and IV leadership expectations, the RCLS curriculum has been divided into five core competency areas. While flexibility has been provided for choosing classes and activities, ultimately all RCLS programs regardless of mode of delivery should deliver the required minimum hours and learning goals for each competency area:

I.   **Project Management (PM)**
     Cadets will apply basic project management principles (scheduling, budgeting, logistics, and communication) to plan, organize, and track the progress of a CAP-specific project. Drawing on real-world CAP requirements and structured planning tools, cadets will learn how to take command of events and initiatives that directly impact their units and missions.

II. **Organizational Leadership (OL)**
     Cadets will develop the leadership skills and institutional awareness necessary to function effectively as commanders and staff officers within CAP's structured environment. Through scenario-based learning and guided discussion, cadets will learn how to delegate tasks, communicate across echelons, and exercise leadership within the chain of command. Emphasis is placed on aligning team efforts with mission objectives and CAP's broader strategic goals.

III.   **Critical Thinking/Decision Making (CTDM)**
          Cadets will develop and apply creative and critical thinking skills, coupled with effective problem solving. They will demonstrate sound decision making grounded in data driven analysis and ethical principles.

IV.   **Interpersonal Skills (IS)**
          Cadets will develop interpersonal skills through written and verbal communication training, with practical application through speeches, briefings, and writing assignments. The program is designed to help cadets better communicate with mentors, superiors, peers, and subordinates while building trust, demonstrating emotional intelligence, and developing a personal leadership identity.

V.   **Electives**
          Cadets will explore expanded leadership concepts via experiential learning, field experiences, or team activities. They will also build camaraderie with their fellow students and activity staff, fostering meaningful connections that extend beyond their home unit and wing.

Course Logistics

General Guidance
RCLS is conducted as specified in [CAPR 60-1 Cadet Program Management](#), and will at all times conform to Cadet Programs regulations, policies, and standards—particularly those outlined in CAPR 60-1 and [CAPR 60-2 Cadet Protection Program](#). Compliance with these regulations ensures that the training environment remains safe, professional, and aligned with the goals and values of CAP.

Oversite and Frequency
Regions are the approving authority for all RCLS schools. Region/CC in consultation with Region/CP should appoint RCLS Directors ideally one year in advance of the program date.

Each region must offer at least one RCLS per year or conduct a school in cooperation with another region. Regions may authorize wings to host the school (CAPR 60-1 Chapter 8).

However, regions are encouraged to host multiple RCLS schools per year. Ideally offering three programs: one weeklong in person program, one hybrid, and one virtual. This approach expands access and capacity while supporting cadets and families who may face travel or financial challenges.

Funding
Funding for RCLS comes from the Region, the host Wing, and/or through registration fees. It is recommended that registration fees are adequate enough to cover the per cadet cost of the school including meals, lodging, supplies, uniform items (t-shirts/polos), etc. The Director should review their budget with Region/CP (and Wing/CP if getting Wing funding). RCLS does not qualify for CEAP (encampment only) or Lift (NCSA only).

Student Eligibility
To participate, cadets must have completed an encampment and hold the grade of C/MSgt or above (CAPR 60-1 Chapter 8). However, given the focus on Phase III and IV leadership expectations, the recommended grade is C/2d Lt or above with significant leadership experience at the unit level or beyond. Directors may collect supplemental information during the registration process such as a CAP resume or a letter of recommendation from the Unit Commander confirming the cadet is ready to attend and capable of successfully completing the course.

Staffing
Course staffing will rely heavily on the number of students being accepted into the program. All RCLS schools at minimum should have a Director, Safety Officer, Health Services Officer/designee (for any in person programming), and enough senior staff to adequately cover cadet protection ratios (CAPR 60-2 Chapter 2). Hybrid and virtual programs must also comply with the guidance in CAPR 60-2 "Standards of Practice for Virtual & Hybrid Environments".

Typically, senior staff work with a small group/cohort of cadet students during the program serving as group facilitator/mentor. During the program, cadet students should rotate through various leadership positions leading their peers under adult supervision. The use of cadet staff is highly recommended, whether as small group facilitators, mentors or in other cadet support staff positions as needed. Cadets in these positions should have completed RCLS, be in Phase IV of the Cadet Program, and have exceptional experience in CAP at the squadron, group or wing level.

Cadet Protection
RCLS programs must comply with all Cadet Protection regulations outlined in CAPR 60-2 and Cadet Programs regulations outlined in CAPR 60-1. While not required, it is strongly recommended that the Activity Director and Deputy Director (if there is one) complete CPP Advanced.

Required Staff Training (RST)
RST is required for any RCLS program lasting four nights or longer in duration (CAPR 60-1 Chapter 8). Refer to [CAPP 60-72](#) for specific RCLS RST requirements and the suggested in person training. Virtual programs, while not required, are strongly encouraged to have their staff complete the RST online modules.

Safety

RCLS programs must follow all safety guidance within CAPR 60-2 and CAPR 160-1. Each program should complete a CAPF 160 Deliberate Risk Assessment and review it with the host Wing/SE and then file it with the Region/CP and Region/SE. Refer to CAPP 160-3 for guidance on activity specific safety considerations. The Deliberate Risk Assessment Guide is also helpful for activities. High Adventure Activities (HAAs) must be approved by the Region/CP and Region/CC as RCLS is a region level activity (CAPR 60-2 Chapter 2).

Cadet Medication Management

Overnight RCLS programs must follow the most recent medication management policies outlined in CAPR 60-2 Cadet Protection Program, CAPR 160-1 Civil Air Patrol Safety Risk Management Program, and CAPP 79-10 Cadet Medication Best Practices, including any applicable updates or changes.

Cadet Health and Well-being

While there are no RCLS-specific policies related to cadet health and well-being in CAP regulations, the standards outlined in Chapter 2 of CAPP 60-70 Cadet Encampment Guide should serve as the baseline for cadet wellness and daily schedule design. Although the academic and leadership expectations at RCLS may differ from encampment, cadets' health and readiness to learn remain a priority and should be protected through responsible scheduling. RCLS programs are expected to provide cadets with the same minimum time allowances for meals, sleep, personal care, and free time as required for encampment participants. This includes time set aside for religious or spiritual observance in multi-day programs.

Course Advertising

Activity Directors should contact cadets@capnhq.gov to have their RCLS added to the national website. Winter programs are due by October 1. Summer programs are due by March 1. Any other programs should be announced at least 90 days in advance. Please allow two business days for courses to be posted to the national website. RCLS schools are encouraged to upload their photos to CAP's SmugMug under their respective region.

Course Registration

Using Registration Zone for course registration is strongly recommended. Useful enhancements for RCLS include tracking and reporting of pre-requisites, sessions which allow for multiple courses under one umbrella event, and the ability to award credit at the end of the activity.

Uniforms

RCLS will follow uniform regulations specified in CAPR 39-1 and applicable Region supplements or National updates.

Cadet Accommodations

Directors should try to make reasonable accommodations for cadets with physical, mental, or learning disabilities. Please encourage cadets and their families to coordinate with the RCLS staff at least 60 days in advance of the school. Before denying an accommodation request, directors should consult with Region Legal and CAP/CP. All cadets should enter and continue to update their accommodations requests in CAP Health. This allows RCLS events using Registration Zone to reference these requests via the Accommodations Report.

Progressive Discipline

RCLS will implement progressive discipline as directed in CAPR 60-1 and the Progressive Discipline (for CAP Adult Leaders) website.

Early Dismissal

RCLS will follow early dismissal guidance as directed in CAPR 60-1 Chapter 3.

Graduation/Awards

Directors should schedule a graduation ceremony and invite parents/guests to attend if possible. Awards should be given at the end of the week recognizing excellence among the students and staff. Distinguished graduates can be designated by including that designation on the CAPF11 when recording graduation credit.

Core Competency I: Project Management (PM)

Learning Goal
Cadets will apply basic project management principles (scheduling, budgeting, logistics, and communication) to plan, organize, and track the progress of a Civil Air Patrol-specific project. Drawing on real-world CAP requirements and structured planning tools, cadets will learn how to take command of events and initiatives that directly impact their units and missions.

Learning Outcomes
➢ Lead a CAP project through all five phases – initiation, planning, execution, monitoring, and closeout.
➢ Apply CAP safety and risk management protocols to ensure mission success and member well-being.
➢ Engage stakeholders effectively, including cadet team members, senior members, and external partners.
➢ Develop and communicate a complete, executable project plan, using CAP-appropriate tools and formats.

Required Contact Hours=12   Recommended Contact Hours=16

Suggested Classes/Activities
➢ PM1: Introduction to Project Management (3 hours)
➢ PM2: Project Management Practical Session A (3 hours)
➢ PM3: Project Management Tools (2 hours)
➢ PM4: Project Management Practical Session B (4 hours)
➢ PM5: Project Risks and Risk Mitigation (1 hour)
➢ PM6: Project Management Practical Session C (3 hours)

Suggested Instructors
Members with significant, successful project management experience, to include large project or event planning within CAP (e.g., encampment, NCSA) or outside of CAP.

Core Competency Key Resources
➢ Handouts and templates available on the RCLS Resources website
➢ CAPVA 100 Cadet Super Chart – Refer to the Leadership Expectations at the bottom for Phase III/IV
➢ Leech, T. (2004). How to Prepare, Stage, and Deliver Winning Presentations. American Management Association, New York, NY.
➢ Portny, J.L. and Portny, S.E. (2022). Project Management for Dummies, 6th Edition. John Wiley & Sons, Inc., Hoboken, NJ.
➢ A Sixth Sense for Project Management, presented by Tres Roeder at TEDxCWRU, https://www.ted.com/talks/tres_roeder_a_sixth_sense_for_project_management
➢ The Secret to Life from a PMP, presented by Amy Hamilton at TEDxStuttgart, https://www.youtube.com/watch?v=CTn0HYmMAYM

PM1: Introduction to Project Management

Introduction
Cadets will gain exposure to the project development process and project life cycle, project scope, and developing objectives (3 hours).

Learning Outcomes
- ➢ Describe the five phases of a project life cycle.
- ➢ Map out key internal and external stakeholders and their roles in the project (e.g., command, coordination, support)
- ➢ Identify key elements of a project charter.
- ➢ Draft a project charter for the assigned project that goes along with this module.

Suggested Instructor
Members with significant, successful project management experience, to include large project/event planning within CAP (e.g., encampment, NCSA) or outside of CAP.

Handouts/Supplies Needed
- ➢ Project phases handout
- ➢ Example project charters and project charter template

Class Resources
- ➢ Prior to launching this class, the RCLS leadership team and class instructor should have the module project and/or capstone project fully developed, such that it can be introduced in this class and can be used as the context for activities in this class and following classes
- ➢ Instructors should review Portny and Portny chapters 1 through 5, 20 and 21

Class Outline
- ➢ Introduction (5 minutes)
- ➢ RCLS Module Project/Capstone Project Introduction (15 minutes)
- ➢ Five Phases of a Project Life Cycle (15 minutes)
- ➢ Understanding Key Stakeholders (15 minutes)
- ➢ Key Stakeholders Activity (15 minutes)
- ➢ Project Charter Introduction (20 minutes)
- ➢ Developing Project Objectives (20 minutes)
- ➢ Project Charter Drafting Activity (50 minutes)
- ➢ Project Charter Presentations/Discussion (20 minutes)
- ➢ Wrap Up (5 minutes)

Instructor Notes
The focus of this class is twofold – providing students with key project planning information but also introducing them to the project associated with this module and/or the RCLS capstone project (the capstone can be used in lieu of a standalone project just for this module). This class is primarily a lecture-based class with some guided activities. Given the length of the class (3 hours), it can be broken into smaller blocks of time. This class, in its entirety, should be taught before Project Management Practical Session A.

PM2: Project Management Practical Session A

Introduction
Cadets will gain practical experience in developing the basic project plan to include selecting the activity location, creating a conceptual budget and schedule, and practice in providing a decision brief (3 hours).

Learning Outcomes
➢ Analyze potential locations for the project/activity.
➢ Organize the project using a Work Breakdown Structure.
➢ Develop a conceptual budget.
➢ Develop a conceptual schedule.
➢ Prepare and execute a decision briefing.

Suggested Instructor
Members with significant, successful project management experience, to include large project/event planning within CAP (e.g., encampment, NCSA) or outside of CAP.

Handouts/Supplies Needed
➢ Location selection handout
➢ Work Breakdown Structure template
➢ Conceptual budget template
➢ Conceptual schedule template
➢ Decision briefing handout
➢ Pens/markers
➢ Post-It notes (at least six colors)

Class Resources
➢ Decision briefing template
➢ Instructors should review Leech, with a particular focus on parts I and II
➢ Instructors should review Portny and Portny chapters 6 through 9

Class Outline
➢ Introduction (5 minutes)
➢ Location Selection Activity Introduction (10 minutes)
➢ Location Selection Activity (40 minutes)
➢ Work Breakdown Structure and Conceptual Budget/Schedule Activity Introduction (15 minutes)
➢ Work Breakdown Structure and Conceptual Budget/Schedule Activity (50 minutes)
➢ Decision Brief Activity Introduction and Lecture (20 minutes)
➢ Decision Briefing (25 minutes)
➢ Wrap Up (5 minutes)
➢ Q&A/Discussion (10 minutes)

Instructor Notes
Much of the activity work for this class will be completed as homework after the session ends. Critical milestones for this class include a 90%-complete location selection decision (so it can be briefed), and a start on the Work Breakdown Structure and conceptual budget and schedule. This is critical so that the instructor can provide real-time feedback as cadets start these tasks; however, they will need more time to complete these. All deliverables must be 100% complete before Project Management Practical Session B.

PM3: Project Management Tools

Introduction
Cadets will gain exposure to common project management tools used for budgeting, scheduling, progress reports, and staffing plans (2 hours).

Learning Outcomes
- Apply software and electronic tools and templates to common project management functions.
- Assess the capabilities and limitations of commonly encountered project management tools.

Suggested Instructor
Members with significant, successful project management experience, to include large project/event planning within CAP (e.g., encampment, NCSA) or outside of CAP.

Handouts/Supplies Needed
- Laptop with access to programs/tools/templates used for the class
- Project organizational chart/staffing plan template

Class Resources
- ClickUp account for each team/access information provided to team members
- Project budgeting template
- Project progress reporting template

Class Outline
- Introduction (5 minutes)
- Project Budgeting Templates (25 minutes)
- Project Scheduling Tools (25 minutes)
- Progress Reporting (25 minutes)
- Staffing Plans and Team Organization (25 minutes)
- Wrap Up (5 minutes)
- Q&A and Discussion (10 minutes)

Instructor Notes
This class can be offered any time after Introduction to Project Management, but it must be offered before beginning Project Management Practical Session B.

PM4: Project Management Practical Session B

Introduction
Cadets will engage in practical experiences to refine the project plan to include a project budget, project schedule, and project staffing plan (4 hours).

Learning Outcomes
➢ Using the Work Breakdown Structure and conceptual budget, develop a final planning phase project budget and companion budget tracker.
➢ Using the Work Breakdown Structure and conceptual schedule, develop a final project schedule to include sequencing activities and developing a project timeline.
➢ Assign responsibilities based on cadet/senior member staff roles.
➢ Respond to real-time changes to the project plan.

Suggested Instructor
Members with significant, successful project management experience, to include large project/event planning within CAP (e.g., encampment, NCSA) or outside of CAP.

Handouts/Supplies Needed
➢ Injects Instructor handout
➢ Injects Student handout
➢ Post-It notes (at least six colors)

Class Resources
➢ Instructors should review Portny and Portny chapters 11 through 13
➢ Software and templates from Project Management Tools class

Class Outline
➢ Introduction (10 minutes)
➢ Project Work Session (220 minutes)
➢ Wrap Up, Q&A and Discussion (10 minutes)

Instructor Notes
During execution of this class, the instructor should provide the following injects (*this should be blinded in any documentation that is accessible to cadets*):
➢ Change to transportation resource availability
➢ Food cost increase
➢ Personnel change

All project work from Project Management Practical Session A must be complete before starting this class. Additionally, Project Management Tools must have been covered before this class.

PM5: Project Risks and Risk Mitigation

Introduction
Cadets will be introduced to Civil Air Patrol safety and risk management protocols and their role in the project planning process (1 hour).

Learning Outcomes
- ➢ Explain key elements of the Civil Air Patrol safety program.
- ➢ Create a risk matrix.

Suggested Instructor
Members with significant experience with CAP activity safety management procedures and practices.

Handouts/Supplies Needed
- ➢ Copies of CAPP 160-1
- ➢ Examples of a complete CAPF 160

Class Resources
- ➢ Blank/fillable CAPF 160

Class Outline
- ➢ Introduction (5 minutes)
- ➢ Overview CAP Safety Management (15 minutes)
- ➢ Risk Matrices (10 minutes)
- ➢ Risk Matrices Activity (25 minutes)
- ➢ Wrap Up (5 minutes)

Instructor Notes
This class can be taught in any sequence within the Project Management Module, as long as it is taught after Introduction to Project Management and before Project Management Practical Session C.

PM6: Project Management Practical Session C

Introduction
Cadets will engage in practical experiences to develop a final project plan package and an informational briefing on their final plan (3 hours).

Learning Outcomes
- ➢ Refine project budgets and schedules.
- ➢ Develop a risk assessment and mitigation plan.
- ➢ Develop a project progress update.
- ➢ Prepare and execute a final project information briefing.

Suggested Instructor
Members with significant, successful project management experience, to include large project/event planning within CAP (e.g., encampment, NCSA) or outside of CAP.

Handouts/Supplies Needed
- ➢ Project Progress Update handout
- ➢ Information Briefing handout

Class Resources
- ➢ Instructors should review Portny and Portny chapters 10 and 15 through 16
- ➢ Instructors should review Leech, with a particular focus on parts III and IV
- ➢ Blank/fillable CAPF 160
- ➢ Information briefing template

Class Outline
- ➢ Introduction (5 minutes)
- ➢ Discuss Project Closeout and AARs (20 minutes)
- ➢ Project Work Session (115 minutes)
- ➢ Final Information Briefing (30 minutes)
- ➢ Wrap Up/Q&A/Discussion (10 minutes)

Instructor Notes
In order for this class to be a successful wrap up of the project management module, cadets will need to have completed all deliverables that are required as a part of Project Management Practical Session A and Project Management Practical Session B. Additionally, the final briefing should have been started after Project Management Practical Session B.

Core Competency II: Organizational Leadership (OL)

Learning Goal
Cadets will develop the leadership skills and institutional awareness necessary to function effectively as commanders and staff officers within Civil Air Patrol's structured environment. Through scenario-based learning and guided discussion, cadets will learn how to delegate tasks, communicate across echelons, and exercise leadership within the chain of command. Emphasis is placed on aligning team efforts with mission objectives and CAP's broader strategic goals.

Learning Outcomes
- Interpret CAP's organizational structure and understand how initiatives flow across squadron, wing, region, and national levels.
- Build and manage a functional cadet staff by applying principles of leadership, mentorship, and team coordination.
- Delegate tasks clearly and responsibly, providing appropriate oversight and accountability structures.
- Execute delegated assignments professionally, including clarifying tasking, securing resources, and reporting status.
- Lead change by aligning plans and initiatives with policies, people, and CAP strategic objectives.
- Navigate functional vs. command chains with professional communication and awareness of institutional roles.
- Serve on joint cadet–senior member staffs by clarifying roles, sharing accountability, and contributing to a collaborative environment.

Required Contact Hours=6   Recommended Contact Hours=8

Suggested Classes/Activities
- OL1: How Civil Air Patrol Works (1 hour)
- OL2: Mission Support Functions (1.5 hours)
- OL3: Building and Leading a Staff (1.75 hours)
- OL4: Cadet and Senior Joint Staff Integration (1 to 1.5 hours)
- OL5: Delegation and Tasking Skills (1 hour)
- OL6: Receiving and Executing Tasks (1 hour)
- OL7: Change Leadership (1 hour)
- OL8: Command Climate and Organizational Culture (1 hour)

Suggested Instructors
Cadets or senior members with experience in planning and executing large scale activities at the executive level. Military or civilian professionals with extensive leadership experience.

Core Competency Key Resources
- Handouts and templates available on the RCLS Resources website
- CAPVA 100 Cadet Super Chart – Refer to the Leadership Expectations at the bottom for Phase III/IV
- Expanded Workshop Guides (RCLS website)
- CAPR 30-1 – Organization of Civil Air Patrol
- CAPR 60-1 – Cadet Program Management
- CAPP 60-11 – Cadet Program Officer's Handbook
- CAP Strategic Plan – if current version is available
- CAPP 30-1 – CAP Sample Position Descriptions for Standard Duty Assignments
- CAPR 35-8 – Civil Air Patrol Membership Action Review Board
- CAPR 35-1 – Assignment and Duty Status
- CAPR 1-2 – Publication Compliance
- CAPR 174-1 – Financial Procedures and Approvals
- CAPR 160-1 – Safety Program (risk assessment process)
- CAPR 70-1 – CAP Flight Management (for air support planning)
- AFH 1 – The Airman Handbook (leadership and supervision principles)
- Kotter's 8-Step Process for Leading Change (Harvard Business Review / Kotter International)

OL1: How Civil Air Patrol Works

Introduction
This core course gives cadet officers a foundational understanding of CAP's structure, the interaction between command and functional authority, and how information flows across the organization. It prepares cadets to operate effectively as staff officers by showing them where they fit and how to communicate across levels and roles.

Learning Outcomes
➢ Describe CAP's organizational hierarchy from National Headquarters to local units.
➢ Explain the difference between command authority, functional authority, and task responsibility, and understand how they impact daily operations.
➢ Distinguish between orders, directives, requests, and information, and explain how each type of communication flows between echelons—upward, downward, and laterally.
➢ Demonstrate the ability to map chain of command and functional staff channels in an operational scenario.
➢ Interpret their own staff role within CAP's structure and how to coordinate across levels.

Suggested Instructor
A senior member or experienced cadet officer who has served in multiple CAP echelons (e.g., Encampment Staff, Wing-level events, or Region/National activities), and who understands the interplay between command and staff authority. Ideally, this instructor operated in environments where coordination across functional areas was critical to mission success.

Handouts/Supplies Needed
➢ CAP Org Chart templates
➢ Command vs. Functional Flow handout
➢ Whiteboard or flipchart
➢ Printed scenarios for workshops
➢ Markers, pens

Class Resources
➢ Combined Expanded Workshop Guide (RCLS website)
➢ CAPR 30-1 – Organization of Civil Air Patrol
➢ CAPP 30-1 – Sample Position Descriptions
➢ CAPR 35-1 – Assignment and Duty Status

Class Outline
➢ Introduction (5 minutes)
➢ CAP's Organizational Structure (10 minutes)
➢ Command vs. Functional Authority (10–12 minutes)
➢ Chain of Command vs. Functional Lines (10 minutes)
➢ Navigating Conflicts and Ambiguity (10–12 minutes)
➢ Information Flow Mapping (10 minutes)
➢ Wrap-Up and Takeaways (5 minutes)

Instructor Notes
This class is designed to sharpen cadet officers' understanding of how CAP functions, beyond organizational charts and titles. Use real examples from activities (e.g., encampments, conferences, SAREXs) to illustrate situations where confusion about "who's in charge" can occur. Emphasize that understanding the difference between command authority, functional guidance, and staff responsibility is essential for effective teamwork. Highlight how orders, directives, and requests can come from different sources, and that professional judgment is required when responsibilities seem to conflict. The goal is not just clarity—it's confidence navigating CAP's structure and staff culture.

OL2: Mission Support Functions

Introduction
Explore what goes into making Civil Air Patrol missions and units succeed from a logistical and administrative standpoint. Cadets will learn how to plan support timelines, navigate administrative processes, and coordinate logistics that enable successful mission execution. This class highlights the role of cadet staff officers in enabling not just leading CAP operations.

Learning Outcomes
➢ Explain the importance of mission support functions in ensuring mission success.
➢ Identify key staff roles and responsibilities involved in administrative and logistical support.
➢ Develop basic support plans and timelines that align with operational goals and constraints.
➢ Navigate CAP administrative processes, including forms, approvals, and coordination with Senior Members.
➢ Demonstrate how effective support operations reflect leadership through service and enable mission success.

Suggested Instructor
A senior member who is a prior Wing or Region Commander or Chief of Staff, has significant staff experience at Wing or Region level, or has completed Level V.

Handouts/Supplies Needed
➢ Printed CAP form examples
➢ Whiteboard or flipchart
➢ Markers, pens
➢ Printed scenarios

Class Resources
➢ CAPP 30-1 – CAP Sample Position Descriptions (Logistics, Admin, Comm, etc.)
➢ CAPR 174-1 – Financial Procedures and Approvals
➢ CAPR 160-1 – Safety Program (risk assessment process)
➢ CAPR 70-1 – CAP Flight Management (for air support planning)
➢ CAPR 60-1 – Cadet Program Management (event planning and compliance)
➢ CAPF 60-series, CAPF 108, CAPF 17, etc. (mission and event forms)

Class Outline
➢ Why Support Functions Matter (10 minutes)
➢ Staff Roles in Support Operations (25 minutes)
➢ Planning for Success (15 minutes)
➢ Forms, Approvals, and Real-World Coordination (20 minutes)
➢ Wrap-Up: Leadership Through Support (5 minutes)

Instructor Notes
This class emphasizes that effective leadership includes enabling others through planning, logistics, and administrative support. Instructors should highlight the importance of support roles in mission success and help cadets see that behind-the-scenes work is a key part of officer responsibility. Encourage cadets to view coordination, timelines, forms, and approvals as tools of leadership. Use real examples to show how poor planning causes real failures and how proactive support staff prevent them. The core theme is that mission support is leadership and that good staff officers are good officers.

OL3: Building and Leading a Staff

Introduction
This lesson prepares cadet officers to design, evaluate, and lead a cadet staff for CAP activities, including unit-level events, encampments, wing-level activities, or National Cadet Special Activities. Cadets will learn how to define staff structures, assess and assign team members, communicate expectations, and operate effectively with both familiar and unfamiliar team members, remotely or in person.

Learning Outcomes
- Design a staff structure appropriate to a given CAP mission, event, or activity, using official CAP references for role definitions.
- Identify and describe key staff positions, including their responsibilities, reporting relationships, and coordination with Senior Member counterparts.
- Communicate clear expectations for staff conduct and performance through role briefs and onboarding conversations.
- Evaluate cadet staff applicants fairly using rubrics, scenario-based tools, and best practices for assessing unfamiliar candidates.
- Develop and adapt strategies for leading Cadet staff both remotely and in person, with attention to communication rhythm, team culture, and accountability.
- Apply integrated leadership practices in a simulated planning scenario that includes team design, candidate selection, and staff development planning.

Suggested Instructor
A senior member with prior experience serving as Activity Director, Encampment Commander, or Cadet Programs Officer at the Wing or Region level. Alternatively, a Phase IV cadet officer with prior experience leading a multi-squadron staff (e.g., at an encampment, NCSA, or wing-level activity) may be suitable when supervised.

Class Resources
- CAPP 60-31 – Cadet Staff Handbook (Cadet staff roles and leadership at activities)
- CAPR 60-1 – Cadet Program Management (unit-level Cadet leadership responsibilities)
- CAPP 30-1 – CAP Sample Position Descriptions for Standard Duty Assignments (Senior Member
- functional staff roles and responsibilities)
- Event-specific SOPs, Training Plans, or Encampment Training Plans (ETP)
- CAPF 60-series forms (staff applications, evaluations, and duty assignments)

Class Outline
- Introduction (10 minutes)
- Mission Driven Staff Design and Role Definition (25 minutes)
- Setting Expectations and Accountability (15 minutes)
- Evaluating Staff Candidates (15 minutes)
- Leading Remote and In-Person Staffs (10 minutes)
- Staff Planning Simulation (25 minutes)
- Wrap-Up and Reflection (5 minutes)

Instructor Notes
This class teaches cadet officers to build and lead teams based on mission needs, not familiarity. Emphasize selecting roles and team members based on sound reasoning, references, developmental needs, and mission alignment. Require cadets to use CAPP 60-31 and CAPP 30-1, reinforcing the skill of finding authoritative information. Stress the importance of defining roles, filling essential functions like safety and logistics, and coordinating across cadet and senior functional lines. Cadets should learn to adapt their leadership to the structure, team, and setting—whether remote or in person. Effective cadet officers must tailor their leadership approach to fit the specific context and needs of their team.

OL4: Cadet and Senior Joint Staff Integration

Introduction
Understand how to function and lead effectively within joint cadet–senior member staffs, where cadet officers serve under direct supervision of senior member officers. In a joint staff model where the senior member is the cadet's direct supervisor, the dynamic is more structured, and the cadet's authority is delegated and monitored directly through the senior. This changes how we frame both autonomy and responsibility.

Learning Outcomes
  ➢ Explain how responsibilities are divided between cadets and senior members on a joint staff.
  ➢ Identify the types and limits of cadet authority under direct senior member supervision.
  ➢ Demonstrate appropriate communication and reporting behaviors with a senior officer in charge.
  ➢ Recognize how to operate with initiative while respecting supervision and structural limits.
  ➢ Differentiate between supervisory authority and command authority.
  ➢ Apply strategies to build trust, clarify expectations, and lead effectively in supervised settings.

Suggested Instructor
A senior member who has significant Cadet Programs staff experience at Wing or Region level working with cadets on their staff. A cadet officer with staff leadership experience under direct senior supervision may also co-teach.

Handouts/Supplies Needed
  ➢ Whiteboard or flipchart
  ➢ Markers, pens
  ➢ Printed scenarios

Class Resources
  ➢ CAPR 60-1 – Cadet Program Management
  ➢ CAPR 30-1 – Organization of Civil Air Patrol
  ➢ CAPR 35-1 – Assignment and Duty Status
  ➢ CAPP 60-11 – Cadet Program Officers' Handbook
  ➢ CAPP 60-31 – Cadet Staff Handbook

Class Outline
  ➢ Introduction (5-10 minutes)
  ➢ Defining Roles and Responsibilities (5-6 minutes)
  ➢ Operating Under Supervision (4-5 minutes)
  ➢ Communicating with the Senior Officer in Charge (4-5 minutes)
  ➢ Readiness and Professionalism (3-4 minutes)
  ➢ Activities (35-45 minutes)
  ➢ Summary and Debrief (5 minutes)

Instructor Notes
This class reinforces the reality that cadet staff officers always operate within a supervised structure. Emphasize the professional dynamic between cadets and senior members, and the importance of building trust, seeking clarity, and showing disciplined initiative. Remind cadets that delegated authority is still real authority—but it comes with oversight and responsibility. Cadets should clarify their roles and communicate proactively with their supervisors. Use real examples to explore how productive cadet–senior relationships can strengthen staff performance. Encourage cadets to view supervision as a leadership opportunity, not a limitation.

OL5: Delegation and Tasking Skills

Introduction
Develop actionable delegation skills grounded in the Mission Order Model, emphasizing intent, end state, and trust in execution. Cadets will learn how to assign tasks with clarity of purpose, communicate desired outcomes, and maintain accountability through follow-up and mentorship.

Learning Outcomes
➢ Define and apply the mission order model for delegation.
➢ Distinguish between micromanagement, vague direction, and purposeful delegation.
➢ Match task assignments to team member capabilities and leadership development needs.
➢ Communicate taskings clearly in both verbal and written formats using professional tone.
➢ Demonstrate effective follow-up strategies that promote accountability without micromanagement.

Suggested Instructor
A senior member or experienced Phase IV Cadet with activity-level leadership experience (e.g., Encampment staff, RCLS, CSA). The ideal instructor should be comfortable explaining tasking principles from both a military and practical CAP perspective, and capable of modeling clear communication and mentorship.

Handouts/Supplies Needed
➢ CAP Org Chart templates
➢ Strategic Goal worksheet
➢ Command vs. Functional Flow handout
➢ Whiteboard or flipchart
➢ Markers, pens
➢ Printed scenarios

Class Resources
➢ CAPP 60-31 – Cadet Staff Handbook
➢ CAPR 60-1 – Cadet Program Management
➢ AFH 1 – The Airman Handbook (leadership and supervision principles)
➢ CAPP 30-1 – CAP Sample Position Descriptions for Standard Duty Assignments
➢ Event-specific SOPs, directives, or training plans

Class Outline
➢ Delegation as a Leadership Tool (10 minutes)
➢ Anatomy of a Mission Order (15 minutes)
➢ Matching Task to Person (10 minutes)
➢ Communicating Mission Orders (15 minutes)
➢ Follow Up and Support (15 minutes)
➢ Wrap Up and Reflection (5 minutes)

Instructor Notes
This class reframes delegation as more than "telling people what to do"—it's a core leadership skill grounded in trust, clarity, and purpose. Introduce the Mission Order Model early and return to it often: intent, task, timeline, resources, and end state. These elements give cadets a structured, repeatable method for assigning tasks in real CAP settings. Use practical examples to show how vague or overly detailed taskings hinder performance. Emphasize the importance of clearly defining the *what* and *why*, then give team members space to determine *how*. Reinforce that delegation is a tool for developing others, not just getting things done. Encourage cadets to match tasks to team members' ability and potential. Throughout, model professional habits: clear taskings, brief-backs, and supportive follow-ups that promote accountability without micromanaging. These practices help cadet officers lead with confidence and maturity.

OL6: Receiving and Executing Tasks

Introduction
This class reinforces the responsibility and professional standards expected of cadets when they are on the receiving end of a task or mission. Cadets will learn to clarify assignments, request necessary resources, confirm understanding of intent, follow through on execution, and report progress and results professionally.

Learning Outcomes
➢ Respond professionally when receiving a task, including clarifying details and confirming expectations.
➢ Identify appropriate chains of reporting, even in mixed command-functional structures.
➢ Apply disciplined initiative and time management to plan and execute staff-level tasks.
➢ Deliver clear and professional progress, trouble, or completion reports.

Suggested Instructor
A Senior Member or Phase IV cadet officer with significant experience on cadet staff at encampments, wing activities, or National Cadet Special Activities. Ideally, someone who has both received and given staff taskings and understands both command and functional chains.

Class Resources
➢ CAPP 60-31 – Cadet Staff Handbook
➢ CAPP 30-1 – Sample Position Descriptions for Standard Duty Assignments
➢ CAPR 60-1 – Cadet Program Management
➢ AFH 1 – The Airman Handbook (sections on followership and task execution)
➢ Mission Command Concepts (as taught in "Delegation & Tasking Skills" class)

Class Outline
➢ Receiving a Task: First Actions (10 minutes)
➢ Following the Chain: Who Do You Report To? (10 minutes)
➢ Executing the Task Professionally (15 minutes)
➢ Reporting and Feedback (15 minutes)
➢ Wrap-Up: Professionalism in Execution (5 minutes)

Instructor Notes
This class is about cultivating professionalism and initiative in task execution—not just obedience. Emphasize that receiving a task is an active process, not a passive one. Cadets should learn to ask smart clarifying questions, confirm expectations, and seek feedback. Use realistic examples from CAP to illustrate the kinds of ambiguous or complex taskings cadets often face, especially when reporting to both cadet and senior chains. Encourage briefings, documentation, and status updates as hallmarks of staff professionalism. Tie this lesson back to the Mission Order Model by emphasizing disciplined initiative with following the intent, even when plans shift.

OL7: Change Leadership

Introduction
Understand how CAP's organizational priorities evolve and how cadet officers can lead their teams through change. Cadets will explore practical leadership strategies for navigating updates to policy, procedures, structure, or expectations, and will practice guiding their peers through transitions.

Learning Outcomes
- ➢ Understanding of the concept of Change Leadership.
- ➢ Introduction to Kotter's 8 Steps to Lead Change.
- ➢ Identify evolving priorities in CAP and how to understand it, explain it, and align team behaviors.
- ➢ Practice the interpersonal side of change leadership.

Suggested Instructor
A senior member with significant staff experience at Wing or Region level.

Class Resources
- ➢ CAPR 1-2 – Publications Management (how CAP regulations are changed and
- ➢ published)
- ➢ CAPR 60-1 – Cadet Program Management
- ➢ CAPR 30-1 – Organization of Civil Air Patrol
- ➢ CAP Strategic Plan (current version)
- ➢ Kotter's 8-Step Process for Leading Change (Harvard Business Review / Kotter International)

Class Outline
- ➢ What is Change Leadership? (10 minutes)
- ➢ Kotter's 8 Steps to Lead Change (10 minutes)
- ➢ CAP in Flux: Understanding What Changes and Why (15 minutes)
- ➢ Leading Others Through Change (15 minutes)
- ➢ Wrap-Up: Leadership Is Change (5 minutes)

Instructor Notes
This class helps cadet officers understand that leadership often means guiding others through uncertainty, new expectations, and evolving standards. Emphasize that change is normal in a dynamic organization like CAP—and leaders are responsible not only for understanding it, but for helping others accept and apply it. Introduce Kotter's 8 Steps as a flexible mental model, not a rigid checklist, and relate it to realistic CAP situations (e.g., new uniform guidance, activity SOP changes, updates to CAPPs or CAPRs). Encourage cadets to reflect on their own reactions to change and how they can lead with clarity, empathy, and purpose when others resist. Reinforce that even small actions—like how they brief their team, set the tone, or model compliance—can make the difference between friction and forward momentum.

OL8: Command Climate and Organizational Change

Introduction
Cadet Officers play a key role in shaping the tone, behavior, and effectiveness of the teams they lead. This class introduces the concepts of "command climate" and "organizational culture"—two factors that determine whether a team environment is healthy, focused, and mission-effective. Cadets will learn how their actions, communication style, and daily leadership choices influence morale, discipline, and team cohesion. The class helps cadets take responsibility not only for what gets done, but how it gets done.

Learning Outcomes
➢ Define command climate and organizational culture and explain their importance in CAP.
➢ Describe how leadership behaviors shape team culture and morale.
➢ Identify early indicators of positive or negative command climate.
➢ Apply strategies to reinforce CAP Core Values and foster a professional environment.
➢ Evaluate their own staff's climate and take ownership to improve it.

Suggested Instructor
A senior member or experienced Phase IV cadet who has led at least one multi-day activity with a cadet staff (e.g., encampment, RCLS, wing activity). The instructor should be confident discussing leadership behavior, team morale, and professionalism from both practical and values-based perspectives.

Handouts / Supplies Needed
➢ CAP Core Values handout or poster
➢ Climate Check worksheet (3–5 key team health indicators to rate)
➢ Scenario cards or short vignettes for discussion
➢ Whiteboard or flip chart
➢ Markers, pens

Class Resources
➢ CAPR 60-1 – Cadet Program Management
➢ CAPP 60-31 – Cadet Staff Handbook
➢ CAPP 50-2 – CAP Core Values
➢ AFH 1 – The Airman Handbook (sections on command climate and supervision)
➢ Any relevant activity-specific SOPs or codes of conduct

Class Outline
➢ Introduction: What Culture Means (5 min)
➢ Climate vs. Culture (10 min)
➢ How Leaders Shape Team Culture (15 min)
➢ Recognizing Good and Bad Climate (10 min)
➢ Leading for Positive Culture (15 min)
➢ Wrap-Up and Reflection (5 min)

Instructor Notes
This class encourages cadets to view leadership as a daily influence on team behavior and morale, not just a function of rank or title. Emphasize that climate is how the team *feels*, and culture is how the team *acts* over time. Reinforce the idea that even junior leaders shape climate through tone, inclusion, discipline, and professionalism. Use practical examples from CAP (e.g., a squadron with low engagement, or an encampment where cadets feel heard and respected) to keep it real. Encourage discussion about both positive and negative experiences cadets have encountered. Most importantly, challenge students to own the environment they help create.

Core Competency III: Critical Thinking/Decision Making (CTDM)

Learning Goal
Cadets will develop and apply creative and critical thinking skills, coupled with effective problem solving. They will demonstrate sound decision making grounded in data driven analysis and ethical principles.

Learning Outcomes
- Apply the decision-making process.
- Apply critical thinking and decision-making strategies to effectively manage time, money, materials, and human resources.
- Ability to evaluate options, prioritize tasks, and collaborate with others to solve real-world problems.
- Apply the five-step Risk Management Process by identifying potential hazards, assessing associated risks, and implementing appropriate mitigation strategies to ensure the safety and success of an activity.
- Identify common cognitive and personal biases, evaluate how these biases influence decision making, and apply strategies to reduce their impact in order to make more objective and inclusive choices.
- Analyze ethical dilemmas using established decision-making frameworks, evaluate the consequences of potential actions, and justify choices that demonstrate integrity, fairness, and respect for others.
- Apply critical thinking and decision-making skills to active projects within other areas of the RCLS curriculum. These decisions will impact their projects and demonstrate how these two elements are critical for leaders to implement wisely.

Required Contact Hours=6   Recommended Contact Hours=8

Required Classes/Activities
- CTDM1: Introduction to Critical Thinking/Decision Making (1.5 hours)
- CTDM2: Resource Management (0.5 hours)
- CTDM3: Risk Assessment/Risk Mitigation (0.5 hours)
- CTDM4: Bias Awareness in Leadership Decisions (0.5 hours)
- CTDM5: Ethical Decision Making (1 hour)
- CTDM6: Critical Thinking/Decision Making Projects/Scenarios (2 hours)

Suggested Classes/Activities
- Project/Scenario Work Time (3-4 hours)
- CAP Scenario Discussions (1 hour)
- Team Leadership Projects (TLPs) (1-2 hours)
- Leadership Reaction Course (LRC) or Field Leadership Reaction Course (FLCR) (3-4 hours)

Suggested Instructors
Members with experience in planning and executing large scale activities at the executive level. Military or civilian professionals with extensive leadership experience.

Core Competency Key Resources
- Handouts and templates available on the RCLS Resources website
- CAPVA 100 Cadet Super Chart – Refer to the Leadership Expectations at the bottom for Phase III/IV
- Decision Making Process Chart (Page 24 and RCLS website)
- CAPF 160 Deliberate Risk Assessment Worksheet
- Deliberate Risk Assessment Guide
- Learn to Lead, Volume 2, Chapter 5
- Young, R. (2023, June 28). The Power of Critical Thinking: Enhancing Decision-Making and Problem-Solving. Forbes Magazine. https://www.forbes.com/councils/forbescoachescouncil/2023/07/28/enhancing-decision-making-and-problem-solving/
- Parenteau, Danic (2021, April). Teaching Professional Use of Critical Thinking to Officer-Cadets. Army University Press. https://www.armyupress.army.mil/Journals/Journal-of-Military-Learning/Journal-of-Military-Learning-Archives/April-2021/Parenteau-Critical-Thinking/

CTDM1: Introduction to Critical Thinking and Decision Making

Introduction
This class is designed as an introduction to critical thinking and decision making. It will cover the decision-making process, data collection and communication, course of action creation and analysis, brainstorming/wargaming, and making the decision.

Learning Outcome
Apply a decision-making process using knowledge of data collection, courses of action creation, analysis of the courses of action, and make a decision.

Suggested Instructor
Cadets or senior members with experience in planning and executing large scale activities at the executive level.

Handouts/Supplies Needed
➢ Copies of Decision-Making Process handout

Class Resources
➢ Crowley, B. (2025). The OODA Loop. The Decision Lab.
  https://thedecisionlab.com/reference-guide/computer-science/the-ooda-loop
➢ Young, R. (2023, June 28). The Power of Critical Thinking: Enhancing Decision-Making and Problem-Solving. Forbes Magazine.
  https://www.forbes.com/councils/forbescoachescouncil/2023/07/28/enhancing-decision-making-and-problem-solving/
➢ Parenteau, Danic (2021, April). Teaching Professional Use of Critical Thinking to Officer-Cadets. Army University Press. https://www.armyupress.army.mil/Journals/Journal-of-Military-Learning/Journal-of-Military-Learning-Archives/April-2021/Parenteau-Critical-Thinking/

Class Outline
➢ The Decision-Making Process (10 minutes)
➢ Observe: Identify the Problem and Gather Information (20 minutes)
➢ Orient: Course of Action Creation and Selection (10 minutes)
➢ Decide: Making the Decision (10 minutes)
➢ Act: Communicate and Implement the Plan (10 minutes)
➢ Loop: Evaluate and Adjust the Plan (10 minutes)
➢ Q&A/Discussion (20 minutes)

Instructor Notes
This course is a critical steppingstone to organizational management and project management, ensuring adequate time is set aside to cover this class and that cadets understand the concepts taught.

CTDM2: Resource Management

Introduction
This class introduces cadets to the fundamentals of managing time, money, materials, and people through the lens of critical thinking and decision making. Cadets will explore how to identify needs, set goals, evaluate options, and make responsible choices to effectively manage both personal and shared resources.

Learning Outcomes
➢ Apply critical thinking and decision-making strategies to effectively manage time, money, materials, and human resources.
➢ Ability to evaluate options, prioritize tasks, and collaborate with others to solve real-world problems.

Suggested Instructor
Cadets or senior members with experience in planning and executing large scale activities at the executive level, a military logistics officer, or a civilian resource manager.

Handouts/Supplies Needed
➢ Markers (various colors)
➢ Note cards

Class Resources
Optional. Instructors could provide real world examples via handouts or videos.

Class Outline
➢ Intro to Resources and Decision Making (5 minutes)
➢ Logistics (5 minutes)
➢ Personnel (5 minutes)
➢ Finance (5 minutes)
➢ Time (5 minutes)
➢ Discussion/Q&A (5 minutes)

Instructor Notes
"Amateurs talk about tactics, but professionals study logistics". -General Robert H. Barrow
This class can be expanded with more time for discussion and hands-on activities if there is more time in the schedule. It is very important for cadets to understand the importance of logistical, personnel, and financial limitations and how they impact decision making.

CTDM3: Risk Assessment/Risk Mitigation

Introduction
This class equips cadets with the skills to identify, evaluate, and respond to potential risks in an activity. It will focus on the Civil Air Patrol Risk Management process, following the CAP Risk Assessment Guide using a CAPF 160, Deliberate Risk Assessment Worksheet.

Learning Outcome
Cadets will use the CAPF 160 form to apply the five-step Risk Management Process by identifying potential hazards, assessing associated risks, and implementing appropriate mitigation strategies to ensure the safety and success of an activity.

Suggested Instructor
Safety Officer

Handouts/Supplies Needed
- ➢ Copies of CAPF 160
- ➢ Copies of Risk Assessment Matrix

Class Resources
- ➢ Basic Risk Management ppt
- ➢ Intermediate Risk Management ppt
- ➢ CAPF 160, Deliberate Risk Assessment Worksheet
- ➢ CAP Risk Assessment Matrix
- ➢ Deliberate Risk Assessment Guide

Class Outline
- ➢ Introduction to Risk Assessment/Risk Management (5 minutes)
- ➢ Review of CAP Basic Risk Management (10 minutes)
- ➢ Group Exercise - Fill out CAPF 160 (10 minutes)
- ➢ Discussion/Q&A (5 minutes)

Instructor Notes
If possible, have students take Basic ORM in Absorb prior to attending RCLS. If time permits, discuss the procedure and forms necessary to conduct High Adventure Activities (HAA), see CAPR 60-2 for HAA information. If Basic ORM is given as homework, this class can be a review of ORM to highlight the importance of integrating ORM into decision making.

CTDM4: Bias Awareness in Leadership Decisions

Introduction
This class helps cadets recognize how personal, cultural, and cognitive biases can influence their thinking and decision making. Cadets will explore common types of bias—such as confirmation bias, implicit bias, and groupthink—and to learn how these mental shortcuts can lead to flawed judgments.

Learning Outcome
Cadets will be able to identify common cognitive and personal biases, evaluate how these biases influence decision making, and apply strategies to reduce their impact in order to make more objective and inclusive choices.

Suggested Instructor
Members with experience in planning and executing large scale activities at the executive level. Military or civilian professionals with extensive leadership experience.

Handouts/Supplies Needed
- Note cards
- White board
- Markers

Class Outline
- Introduction to Bias Awareness (5 minutes)
- Bias in Leadership Decisions (5 minutes)
- Kinds of Bias - confirmation bias, implicit bias, groupthink, conscious vs. unconscious bias (5 minutes)
- Emotional Intelligence (Quick overview or review as this is covered in Interpersonal Skills) (5 minutes)
- Overcoming Bias (5 minutes)
- Discussion and Q&A (5 minutes)

Instructor Notes
Consider allocating more than 30 minutes for this class if scheduling allows. Instructors may incorporate examples from videos or real-world scenarios. This class can also be combined with the "Emotional Intelligence" lesson from the Interpersonal Skills section to broaden the discussion and address both core competencies.

CTDM5: Ethical Decision Making

Introduction
This class challenges cadets to think critically about right and wrong, fairness, responsibility, and the consequences of their choices. Cadets will explore ethical frameworks and apply them to real-world scenarios involving personal, academic, and leadership decisions.

Learning Outcome
Cadets will be able to analyze ethical dilemmas using established decision-making frameworks, evaluate the consequences of potential actions, and justify choices that demonstrate integrity, fairness, and respect for others.

Suggested Instructor
Chaplain or Character Development Instructor. Military or civilian professional well versed in ethics.

Handouts/Supplies Needed
➢ Compass Worksheet
➢ Values Worksheet
➢ Values for Living Lesson on Counsel

Class Resources
➢ Moral Compass Exercise

Class Outline
➢ Introduction to Ethical Decision Making (5 minutes)
➢ Civil Air Patrol Core Values (Quick overview or review from Interpersonal Skills) (5 minutes)
➢ Individual Core Values/Moral Compass Exercise (15 minutes)
➢ Weighing Decisions (10 minutes)
➢ Real-world Scenarios (20 minutes)
➢ Discussion and Q&A (5 minutes)

Instructor Notes
This class can be combined with "Who Am I? Ethics and Personal Core Values" lesson from the Interpersonal Skills section to create a more robust curriculum. If possible, have additional Chaplains or CDIs available during worksheet activities to answer questions and assist cadets with identifying individual core values.

CTDM6: Critical Thinking/Decision Making Projects & Scenarios

Introduction
Critical thinking and decision making is critical to both organizational management and project management. Projects or scenarios that allow cadets to make decisions and apply critical thinking should be incorporated. This also creates a "schoolhouse weave", integrating different areas of study to highlight how they work together.

Learning Outcome
Cadets will implement critical thinking and decision making into projects underway in other areas of the RCLS curriculum. These decisions will impact their projects and demonstrate how these two elements are critical for leaders to implement wisely.

Suggested Instructor
Members with experience in planning and executing large scale activities at the executive level.

Handouts/Supplies Needed
➢ Project/scenario information and instructions
➢ Additional information provided as needed
➢ Markers (various colors)
➢ Note cards

Class Outline
➢ Project/Scenario Briefing (10 minutes)
➢ Resources Available (5 minutes)
➢ Time Limitations and Expectations* (5 minutes)
➢ Q&A (10 minutes)
➢ Group Work Time (1.5 hours)

Instructor Notes
Divide cadets up into small groups for their projects/scenarios. Cadets could work in their existing cohorts/groups or with a new group. Keep groups small, if possible, 3-5 cadets. This is extremely flexible and should be adapted to the specific. Ideally the RCLS will have either a Project Management Capstone Event or an Organizational Management Project. Build time into the overall schedule outside of this class for groups to present their project or scenario outcome.

*For all modes of delivery (in person, hybrid, virtual), time limitation and expectations should be clearly outlined regarding when cadets are expected to work on the project or scenario. Set clear limitations on how much time groups may meet outside of class hours, whether virtually or in person. Groups should not stay up late, put in extra time, or meet longer than other groups. Groups should have integrity, and instructors could ask each group to log their project or scenario work time to ensure all groups have an equal amount of work time.

Core Competency IV: Interpersonal Skills (IS)

Learning Goal
Cadets will develop interpersonal skills through written and verbal communication training, with practical application through speeches, briefings, and writing assignments. This section is designed to help cadets better communicate with mentors, superiors, peers, and subordinates while building trust, demonstrating emotional intelligence, and developing a personal leadership identity.

Required Contact Hours = 4   **Recommended Contact Hours = 8**

Suggested Classes/Activities (All classes 1 hour)
 ➢ IS1: Communication I - Building Relationships and Active Listening
 ➢ IS2A: Communication II - Writing in CAP
 ➢ IS2B: Communication II - Writing and Speaking in CAP
 ➢ IS3: Communication III - Speaking in CAP
 ➢ IS4: Communication IV - Presentation Skills in CAP
 ➢ IS5: Who Am I? Ethics and Personal Core Values
 ➢ IS6: Mentoring I
 ➢ IS7: Mentoring II
 ➢ IS8: Emotional Intelligence
 ➢ IS9: Mentoring/Coaching (combined for the 4-hour curriculum)

Classes for 4-hour curriculum=IS1, IS2B, IS5, IS9
Classes for 8-hour curriculum=IS1, IS2A, IS3 through IS8

Suggested Instructors
Senior members or external instructors with expertise in communications, such as public affairs professionals or teachers and professors in English, communications, or public speaking. CAP leaders well versed in the core values. CAP leaders, Air Force NCOs/Officers, or human resource professionals well versed in mentorship and coaching.

Core Competency Key Resources
 ➢ Handouts and templates available on the RCLS Resources website
 ➢ CAPVA 100 Cadet Super Chart – Refer to the Leadership Expectations at the bottom for Phase III/IV
 ➢ AFMAN 36-2643, "Air Force Mentoring Program" (reference for instructor)
 ➢ The Tongue and Quill (Air Force Handbook 33-337)
 ➢ CAP Brand Portal
 ➢ CAP PowerPoint Template

IS1: Communication I - Building Relationships and Active Listening

Introduction
This class introduces cadets to fundamental interpersonal communication skills with a focus on active listening and relationship building in CAP contexts. Effective communication is the foundation of leadership and teamwork, making these skills essential for cadets' success in both CAP and their personal lives.

Learning Outcomes
➢ Demonstrate active listening techniques using the SOLER method.
➢ Practice paraphrasing and asking clarifying questions.
➢ Apply basic relationship-building strategies across different CAP contexts.

Suggested Instructor
Squadron Leadership Officer, Professional Communications Specialist, or senior cadet with strong interpersonal skills.

Handouts/Supplies Needed
➢ SOLER worksheet
➢ Copies of Active Listening Worksheet
➢ Copies of Relationship-Building Scenarios Cards
➢ Flipchart or whiteboard
➢ Markers
➢ Name tags (if participants don't know each other)

Class Resources
➢ AFMAN 36-2643, "Air Force Mentoring Program" (reference for instructor)

Class Outline
➢ Introduction (10 minutes)
➢ Active Listening Techniques (25 minutes)
➢ Building Relationships in CAP (20 minutes)
➢ Application Activity (5 minutes)

Instructor Notes
Begin by asking cadets about communication challenges they've experienced in CAP to make the content relevant. SOLER stands for: sit squarely, open posture, lean forward, eye contact, and relaxed posture. When teaching SOLER, demonstrate both poor and effective examples to highlight the differences. For the role-playing activity, select scenarios appropriate to your cadets' experience levels. If time permits, discuss how these skills apply specifically to mentoring relationships. Consider pairing more experienced cadets with newer ones during practice activities.

IS2A: Communication II - Writing in CAP

Introduction
This class focuses on developing professional written communication skills essential for CAP cadets. As cadets advance in the program, their ability to communicate clearly and professionally in writing becomes increasingly important for coordination, documentation, and leadership effectiveness.

Learning Outcomes
➢ Apply principles of clear, concise, and correct writing.
➢ Compose professional emails with appropriate structure and tone.
➢ Understand memo format and Staff Duty Analysis requirements.
➢ Demonstrate proper audience analysis for written communications.

Suggested Instructor
CAP Public Affairs Officer, Professional Communications Specialist, or English/Communications teacher.

Handouts/Supplies Needed
➢ Copies of Email Template handout
➢ Copies of Memo Format Guide
➢ SDA examples and template
➢ Paper and pens for writing exercises
➢ Sample emails (both effective and ineffective)

Class Resources
The Tongue and Quill (Air Force Handbook 33-337)

Class Outline
➢ Effective Written Communication Principles (15 minutes)
➢ Email Etiquette and Structure (15 minutes)
➢ Memos and Staff Duty Analysis (SDA) (20 minutes)
➢ Practical Application (10 minutes)

Instructor Notes
Provide examples of both effective and ineffective emails to illustrate key points. When discussing audience analysis, emphasize adapting writing style based on whether the recipient is a senior member, peer, cadet, or external stakeholder. For the SDA portion, explain how this writing assignment simultaneously develops critical thinking and communication skills. During the practical exercise, present a realistic scenario that requires cadets to request information or resources from a senior member. If time permits, have volunteers share their drafts for constructive feedback.

IS2B: Communication II - Writing & Speaking in CAP

Introduction
This class focuses on essential written and verbal communication skills needed in CAP settings. Cadets will learn professional email etiquette, memo formatting, and basic public speaking techniques. These skills are critical for cadets' effectiveness as they take on greater leadership responsibilities requiring clear communication.

Learning Outcomes
➢ Ability to compose professional emails using proper CAP format.
➢ Understanding the structure and purpose of memos and Staff Duty Analysis.
➢ Demonstrating basic speech organization and delivery techniques.

Suggested Instructor
CAP Public Affairs Officer, Professional Communications Specialist, or English/Communications teacher

Handouts/Supplies Needed
➢ Copies of Email Template handout
➢ Copies of Speech Outline template
➢ Sample SDA for reference
➢ Note cards for speech practice
➢ Laptop and projector for examples (optional)

Class Resources
➢ The Tongue and Quill (Air Force Handbook 33-337)

Class Outline
➢ Written Communication Essentials (25 minutes)
➢ Speaking Fundamentals (30 minutes)
➢ Quick Practice (5 minutes)

Instructor Notes
Present examples of both effective and ineffective emails and memos to illustrate key points. When discussing the SDA, explain its purpose in developing critical thinking and writing skills. For the speaking portion, consider having a prepared 2-minute example speech to demonstrate the concepts. Emphasize that professional communication is a learned skill that improves with practice. If possible, share personal examples of how these skills have been valuable in your CAP experience.

IS3: Communication III - Speaking in CAP

Introduction
This class develops cadets' verbal communication skills for various leadership contexts. Effective speaking is essential for leadership, briefings, training, and representing CAP to external audiences. This class provides foundational techniques for clear, confident, and impactful verbal communication.

Learning Outcome
➢ Ability to distinguish between formal and informal speaking contexts.
➢ Ability to structure a basic briefing or speech.
➢ Apply effective delivery techniques.
➢ Demonstrate improved confidence in verbal communication.

Suggested Instructor
Public Speaking Coach, Toastmasters Member, or experienced CAP presenter.

Handouts/Supplies Needed
➢ Copies of Speech Outline template
➢ Copies of Briefing Checklist
➢ Note cards for speech practice
➢ Timer or stopwatch
➢ Laptop and projector for video examples (if available)

Class Resources
➢ Video examples of effective speeches
➢ Toastmasters speaking tips handout

Class Outline
➢ Formal vs. Informal Speaking (15 minutes)
➢ Briefing Fundamentals (15 minutes)
➢ Speech Development (15 minutes)
➢ Delivery Techniques (15 minutes)

Instructor Notes
Whenever possible, incorporate short video clips that demonstrate effective speaking techniques. When discussing formal vs. informal speaking, provide specific CAP examples of each (e.g., change of command ceremony vs. squadron training). For briefing fundamentals, emphasize the importance of the "bottom line up front" approach used in military contexts. During the delivery techniques section, have cadets practice voice modulation and gestures in pairs with immediate feedback. Consider having a prepared 2-minute example speech to demonstrate the concepts discussed.

IS4: Communication IV - Presentation Skills In CAP

Introduction
This class builds on basic speaking skills to develop cadets' ability to create and deliver effective presentations with visual aids. As cadets advance in CAP, they will frequently need to present information using slides and other visual supports. This class provides practical techniques for enhancing presentations through effective visual design and delivery.

Learning Outcomes
- ➢ Determine appropriate uses for visual aids.
- ➢ Apply basic design principles to create effective slides.
- ➢ Integrate speaking with visual aids.
- ➢ Ability to handle common technical difficulties during presentations.

Suggested Instructor
CAP Public Affairs Officer, Professional Presenter, or Instructional Designer.

Handouts/Supplies Needed
- ➢ Copies of Before/After slide examples
- ➢ Copies of Presentation Evaluation Rubric
- ➢ Laptop with PowerPoint or similar software
- ➢ Projector and screen
- ➢ Sample presentation materials

Class Resources
- ➢ CAP Brand Portal
- ➢ CAP PowerPoint Template

Class Outline
- ➢ Visual Aid Fundamentals (15 minutes)
- ➢ PowerPoint Best Practices (25 minutes)
- ➢ Delivery with Visual Aids (20 minutes)

Instructor Notes
Begin by showing examples of poor slides and have cadets identify the problems. Then show improved versions of the same content. When discussing PowerPoint best practices, emphasize the "less is more" principle and the 6x6 rule (no more than 6 bullet points per slide, no more than 6 words per bullet). For the practice session, have cadets work in pairs to deliver a short segment of a presentation while their partner evaluates using the rubric. If possible, demonstrate how to handle common technical problems (e.g., projector not connecting, slides advancing incorrectly).

IS5: Who Am I? - Ethics & Personal Core Values

Introduction
In this class, cadets will examine CAP's core values and develop their personal ethical framework. Understanding one's values is essential for authentic leadership and ethical decision-making. This class connects CAP's institutional values with cadets' personal value systems to create a foundation for principled leadership.

Learning Outcomes
- Explain CAP's core values.
- Apply an ethical decision-making framework to case studies.
- Identify their personal core values.
- Developing a personal mission statement aligned with CAP values.

Suggested Instructor
Commander, Character Development Instructor, or Chaplain.

Handouts/Supplies Needed
- Copies of Values Assessment worksheet
- Copies of Mission Statement template
- Copies of CAP Core Values handout
- Copies of Ethics Scenarios worksheet
- Colored markers/pens
- Large sticky notes or index cards

Class Resources
- CAPVA 100 Cadet Super Chart – Refer to the Leadership Expectations at the bottom for Phase III/IV
- CAP/CC Leadership Philosophy

Class Outline
- Ethics and CAP Core Values (25 minutes)
- Personal Core Values (20 minutes)
- Personal Mission and Vision (15 minutes)

Instructor Notes
Create a psychologically safe environment where cadets feel comfortable sharing their values and perspectives. When discussing ethics, use realistic scenarios relevant to cadets' experience levels. Avoid presenting ethical dilemmas as having only one "right" answer; instead, focus on the reasoning process. For the mission statement exercise, provide examples but encourage originality. Consider sharing your own personal mission statement as an example. This class works best when cadets have established some trust with each other.

IS6: Mentoring I

Introduction
This class introduces cadets to the fundamentals of mentoring and coaching in CAP contexts. As cadets advance in the program, they will both receive mentoring and be expected to mentor others. Understanding these approaches is essential for developing leadership capabilities and supporting others' growth.

Learning Outcomes
➢ Ability to differentiate between mentoring and coaching approaches.
➢ Explain the structure and benefits of formal and informal mentoring relationships.
➢ Demonstrate basic mentoring techniques and develop a simple mentoring plan.

Suggested Instructor
Commander, experienced CAP mentor or CAP Mentor Program leader, or Human Resources professional.

Handouts/Supplies Needed
➢ Copies of Mentoring Agreement template
➢ Copies of SMART Goals worksheet
➢ Copies of Mentoring Conversation Starters
➢ Copies of CAP Mentoring Program Guidelines
➢ Flipchart or whiteboard
➢ Markers

Class Resources
➢ AFMAN 36-2643, "Air Force Mentoring Program" (reference for instructor)

Class Outline
➢ Mentoring vs. Coaching (15 minutes)
➢ Mentoring Relationships in CAP (15 minutes)
➢ Effective Mentoring Techniques (15 minutes)
➢ Mentoring Plan Development (15 minutes)

Instructor Notes
Begin by asking cadets to reflect on and discuss times they have been mentored in CAP or other contexts. Use concrete examples to illustrate the differences between mentoring (longer-term, development-focused) and coaching (shorter-term, performance-focused). When discussing mentoring relationships, emphasize appropriate boundaries, especially between cadet and senior member mentoring pairs. For the mentoring plan development, have cadets work in pairs to practice creating agreements and setting SMART goals. If possible, invite experienced mentors to share brief insights about their mentoring experiences.

IS7: Mentoring II

Introduction
This class builds on basic mentoring concepts to address more complex mentoring situations and diverse relationships. Effective mentors must be able to adapt their approach to different individuals and challenging circumstances. This class provides advanced techniques for mentoring across differences and handling difficult mentoring situations.

Learning Outcomes
- ➢ Adapt mentoring approaches for different generations and backgrounds.
- ➢ Address common challenges in mentoring relationships.
- ➢ Provide constructive feedback in difficult situations.
- ➢ Demonstrate effective mentoring conversations through role-play.

Suggested Instructor
Experienced CAP Mentor or Professional Coach.

Handouts/Supplies Needed
- ➢ Copies of Case Studies of Mentoring Challenges
- ➢ Copies of Feedback Framework handout
- ➢ Copies of Mentoring Scenarios for role-play
- ➢ Copies of Reflection Journal template
- ➢ Flipchart or whiteboard
- ➢ Markers

Class Resources
- ➢ AFMAN 36-2643, "Air Force Mentoring Program" (reference for instructor)

Class Outline
- ➢ Mentoring Across Differences (20 minutes)
- ➢ Challenging Mentoring Situations (20 minutes)
- ➢ Mentoring Practice (20 minutes)

Instructor Notes
When discussing mentoring across differences, emphasize that diversity in mentoring relationships can be a strength rather than an obstacle. For the challenging situations section, use realistic case studies that cadets might encounter in CAP. During the role-play activity, assign specific scenarios that require adapting mentoring approaches to different situations or personalities. Encourage honest but constructive feedback during the debriefing. Emphasize that mentoring skills develop over time with practice and reflection. If possible, arrange for experienced mentor-mentee pairs to demonstrate effective mentoring conversations.

IS8: Emotional Intelligence

Introduction
This class introduces cadets to emotional intelligence (EI) concepts and their application in leadership. Emotional intelligence is a critical factor in leadership effectiveness, team cohesion, and personal resilience. This class helps cadets develop self-awareness, self-regulation, empathy, and social skills essential for leading in complex environments.

Learning Outcome
- ➢ Explain the components of emotional intelligence.
- ➢ Identify personal emotional triggers and regulation strategies.
- ➢ Demonstrate basic empathy techniques.
- ➢ Apply emotional intelligence concepts to CAP leadership situations.

Suggested Instructor
Character Development Instructor, Mental Health Professional, or Leadership Trainer.

Handouts/Supplies Needed
- ➢ Copies of Emotional Intelligence Self-Assessment
- ➢ Copies of Emotion Regulation Techniques Handout
- ➢ Copies of Empathy Scenarios Worksheet
- ➢ Copies of Personal EI Development Plan Template
- ➢ Flipchart or whiteboard
- ➢ Markers
- ➢ Sticky notes

Class Resources
- ➢ CAPVA 100 Cadet Super Chart – Refer to the Leadership Expectations at the bottom for Phase III/IV

Class Outline
- ➢ Understanding Emotional Intelligence (15 minutes)
- ➢ Self-Awareness and Self-Regulation (15 minutes)
- ➢ Empathy Development (15 minutes)
- ➢ Applying EI in CAP Leadership (15 minutes)

Instructor Notes
Begin with a brief self-assessment to help cadets identify their EI strengths and growth areas. When discussing self-awareness, have cadets identify specific situations that trigger strong emotions for them in CAP contexts. For the empathy section, use realistic scenarios that require understanding others' perspectives. During the application section, discuss specific CAP leadership challenges where emotional intelligence would be valuable (e.g., helping a struggling cadet, resolving conflicts between cadets, leading under pressure). Emphasize that emotional intelligence can be developed with practice and is not a fixed trait. Consider sharing personal examples of how emotional intelligence has helped in your own leadership journey.

IS9: Mentoring vs. Coaching

Introduction
This class distinguishes between mentoring and coaching approaches, helping cadets understand when and how to apply each method. As cadets advance in CAP, they will both receive mentoring and be expected to mentor others. Understanding these distinct but complementary approaches is essential for developing others effectively.

Learning Outcome
> ➢ Ability to differentiate between mentoring and coaching approaches.
> ➢ Explain the benefits and structure of formal and informal mentoring relationships.
> ➢ Demonstrate basic coaching skills including powerful questioning and constructive feedback.

Suggested Instructor
Commander, experienced CAP mentor, or Human Resources professional with mentoring experience.

Handouts/Supplies Needed

> ➢ Copies of Mentoring vs. Coaching Comparison Chart
> ➢ Copies of Mentoring Agreement Template
> ➢ Copies of Coaching Questions Handout
> ➢ Copies of CAP Mentoring Program Guidelines
> ➢ Flipchart or whiteboard
> ➢ Markers

Class Resources
> ➢ AFMAN 36-2643, "Air Force Mentoring Program" (reference for instructor)

Class Outline
> ➢ Mentoring vs. Coaching Defined (15 minutes)
> ➢ Mentoring Relationships in CAP (20 minutes)
> ➢ Coaching Skills (20 minutes)
> ➢ Application (5 minutes)

Instructor Notes
Begin by asking cadets about their experiences being mentored or coached. Use concrete examples to illustrate the differences between mentoring (longer-term, development-focused) and coaching (shorter-term, performance-focused). When discussing mentoring relationships, emphasize appropriate boundaries, especially between cadet and senior member mentoring pairs. For the coaching skills section, demonstrate both effective and ineffective questioning techniques. If possible, invite experienced mentors to share brief insights about their mentoring experiences.

Core Competency V: Electives

Overview
To meet the contact hour standard, there needs to be a balance between required classes and flexibility for other learning opportunities which we are calling electives. This approach not only ensures consistency across the program but also gives regions the flexibility to incorporate their own innovative opportunities and preserve existing programming that has proven successful. Examples of how to incorporate electives will be included in the schedule templates on the RCLS Resources website.

Learning Goal
As a result of RCLS electives, cadets will explore expanded leadership concepts via experiential learning, field experiences, or team activities. They will also build camaraderie with their fellow students and activity staff, fostering meaningful connections that extend beyond their home unit and wing.

Required Contact Hours=0   Recommended Contact Hours=6

Suggested Activities
- Keynote Speakers
- Panel Discussions
- Field Trips/Tours
- Leadership Reaction Course/Project X
- Team Projects
- Civic Engagement
- Sports/Recreation
- Seminar/Cohort (Small Group) Time
- Social Time

Core Competency Key Resources
- RCLS Resources website
- CAPVA 100 Cadet Super Chart (Leadership Expectations for Phase III/IV)
- CAPP 60-31 Cadet Staff Handbook
- Learn to Lead
- Learn to Lead Activity Guide (TLPs, Movie Discussion, Group Discussion)
- Staff Duty Analysis (Additional Class Ideas)

Keynote Speaker Ideas
- Wing or Region Commander
- Base/Post Commander or University President/Provost
- Military or Civilian Career Speaker
- Military Academy Liaison or Student Representative
- Local/State/Federal Government Official or Staff Member

Panel Discussion Ideas
- "Life as a Phase IV Cadet"—three to five Phase IV cadets share their experiences
- "NCO Advise for Officers"—three CAP or military NCOs share their leadership advice
- "Ask the Wing/Region Staff"
- Military Academy Panel—representatives from multiple service academies for Q&A

Field Trip/Tour Ideas
- War College or other Advanced Military School tour and discussion with school leadership
- Battlefield/historical site leadership tour
- College/University tour and discussion with school leadership, overview of leadership opportunities
- Military Academy tour (federal or state), discussion with cadets, overview of leadership opportunities
- Civilian industry tour, discussion with CEO/leadership on leadership topic
- State Capitol visit/tour, discussion with staffers, utilize public speaking lessons for cadets to prepare briefings about CAP to representatives or office staffers
- Offsite high adventure activity (HAA) that tests student leadership skills

Leadership Reaction Course/Project X
- ➤ Have the students help manage bigger picture tasks such as filling out a CAP Form 160
- ➤ Train the students on how to run the course vs. just doing the obstacles/team challenges
- ➤ Utilize team challenges to train the students on how to conduct reflection with a small group
- ➤ Focus on a specific lesson or learning goal from the week to enhance a team challenge such as communication skills

Team Project Ideas
- ➤ Operations Plan for a Wing/Region level activity
- ➤ Innovation Project (taking a CAP problem and innovating a solution)
- ➤ Squadron Improvement Plan (creating a plan to turn around a mythical troubled squadron)
- ➤ CAC Sprint Project (taking a Wing/Region CAC initiative and creating a plan for implementation)

Civic Engagement
If time permits, have the entire school or seminars/cohorts work on a community service project on site or work with a local agency to do a project off site. Having someone from the agency as a keynote speaker earlier in the week can really help provide a full circle moment.

Sports/Recreation
Time for fitness is important for cadet leaders. It could be friendly competition amongst cohorts/seminars or purely for stress relief. Some RCLS programs may choose to do afternoon or evening sports/recreation instead of morning physical training especially if there is a challenge for space, weather, or timing with the schedule.

Seminar/Cohort (Small Group) Time
This time should be structured with clear expectations in what should be accomplished.

Social Time Ideas
- ➤ Provide 30-60 minutes of free time in the evening for cadets to socialize in a supervised area (this really helps with building camaraderie but also with stress relief for general wellness)
- ➤ Create daily seminar/cohort friendly competitions or showcases of team spirit
- ➤ Spend 10-15 minutes each morning doing a quick ice breaker or team builder
- ➤ Have a Dining In or Dining Out and include the students in the event planning and implementation
- ➤ Have an end of week banquet or dinner (even if just pizza) for everyone to celebrate
- ➤ If time permits, take the cadets to a local tourist attraction (this is really great for cadets who travel far for the activity and may have never been to that state or area before)