

AIRMAN TRAINING SCHOOL

PROGRAM MANUAL



1 June 2002

Cadet Programs Section, California Wing
United States Air Force Auxiliary
Civil Air Patrol

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PART ONE – DESCRIPTION

INTRODUCTION

This manual is designed to assist the project officer and staff in the planning and implementation of an Airman Training School. It covers a description of the school, organization and duties of the staff, administration requirements, operations guidelines, and curriculum. In the Instruction section, in addition to goals and objectives for each class, there is also a teaching outline. This outline is not a substitute for the individual instructor researching his topic, but should be a guide in structuring the class and covering the appropriate material.

GENERAL INFORMATION

1. Airman Training School (ATS) is part of the California Wing Integrated Leadership Program (ILP), and is sponsored by either the Cadet Programs Section, California Wing, or the local Group.
2. ATS material covers Followership, Drill and Ceremonies, and basic leadership laboratory skills.
3. The time necessary to complete ATS is two and one half days.
4. The number of courses is 17, for a total number of curriculum hours of 16.
6. Prerequisites for ATS are:
 - a. Students should be the grade of C/AMN or higher.
 - b. Students should have attended Basic Cadet School.
 - c. Staff applicants must have attended a previous ATS.
7. The California Wing ATS package consists of the following:
 - a. CAWG ATS Program Manual
 - b. Graduation Certificates
 - c. One set of Cadet Program Manuals

School Goal

The goal of the Airman Training School is to provide the cadet with a foundation for the Learning Phase of the cadet training in Civil Air Patrol. ATS stresses the fundamental aspects of Followership, Drill and Ceremonies, and basic leadership laboratory skills.

School Objectives

The graduate of Airman Training School will demonstrate:

1. The ability to wear a proper CAP Uniform.
2. The ability to execute all encampment drill sequence drill maneuvers and a basic understanding of drill terms.
3. The ability to use a Guidon properly.
4. Demonstrate professionalism, and knowledge of LL Chapter 2 and LL Chapter 3.
5. Expected performance: Each cadet will be responsible for all the material presented during ATS.

School Philosophy

Civil Air Patrol is a national organization. As such, it is necessary that the cadet broaden his scope within the organization as his career develops. It is important that the cadet encounter qualified, competent leaders and instructors, and that they are allowed to interact with cadets from other units at their own peer group level.

The Airman Training School supplements and reinforces the Phase II training offered at the local unit. Through actual experience each cadet learns the fundamental aspects of Followership, Drill and Ceremonies, and basic leadership laboratory skills.

The cadet Airman in Civil Air Patrol is the reason for much of the instruction that takes place within the local unit, both on the drill field and in the classroom. With this in mind, the curriculum is designed to reinforce the topics introduced at Basic Cadet School, and refine them, making the graduate of ATS extremely proficient at all aspects of Phase II of the cadet program, as covered by Leadership Laboratory Chapter 2 and 3.

One of the most important goals of the school is to provide instruction in the Professionalism that a cadet is expected to demonstrate as an Airman. ATS stresses the importance of customs and courtesies, military discipline and esprit de corps by the individual at all times. The school provides an environment in which the cadet practices these concepts in a structured and controlled setting. Specific direction is given from the school staff at all times.

ATS is not intended to replace the unit training in drill and ceremonies, but rather to standardize and refine it. The intent of the drill and ceremonies instruction is to impart an understanding of the techniques necessary in performing drill commands and use of a Guidon. In addition, it intends to create an appreciation for drill and ceremonies as a valuable and worthwhile learning tool, imparting teamwork, and an appreciation of the need for discipline.

Lastly, ATS strives to expand the horizons of the cadets in attendance by exposing them to the myriad of activities available to them at the Wing, Region, and National Level. The Integrated Leadership Program is discussed, as well as National Cadet Special Activities available to all cadets.

INSTRUCTION

Methods of Instruction

ATS instruction is categorized as classes and activities. At all times instruction in each area should be easy to understand, suitably paced, and very thorough.

The environment of the school is disciplined, but not so stressed as to interfere with the learning process. Creating a positive atmosphere allows for the successful exchange of ideas, thereby providing a proper learning situation.

The Flight

Throughout the course the use of the Flight is one of the most important tools of ATS. The Flight is composed of a Flight Commander, a Flight Sergeant, seven to seventeen students, and a Military Leadership Officer as needed. The students are assigned to a Flight during the first evening during the check-in process. This Flight remains together throughout the course (eating, working, drilling, etc.). The Flight staff is used to reinforce material that is given by the Instructors of a class, as well as independent instruction during prescheduled Flight Training Activities.

Curriculum	Course Number	Duration
INTRODUCTION		
ATS Introduction	15000	30 minutes
DRILL AND CEREMONIES		
Drill Lab I	15400	60 minutes
Guidon Use	15401	60 minutes
Drill Lab II	15402	60 minutes
Drill Terms.....	15403	60 minutes
Drill Lab III.....	15404	60 minutes
Drill Lab IV	15405	60 minutes
CLASSROOM INSTRUCTION		
Uniform Wear	15800	60 minutes
Phase II (Leadership Lab CH2 and CH3).....	15801	60 minutes
Wing, Region, and National Activities.....	15802	30 minutes
EVALUATION		
Physical Training I / II	16000	45/45 minutes
Leadership Exercises	16001	60 minutes
Review Boards.....	16002	60 minutes
CADET RESPONSIBILITIES		
Professionalism.....	16400	60 minutes

ORGANIZATION

This school is designed for a minimum of fourteen and a maximum of fifty one students with the grade of C/AMN to C/SrA. Students should be from more than one squadron, although this is not necessary. The school is organized into Flights to enhance the learning environment.

Position Descriptions - Senior Staff

Commandant: The commandant is a senior member with advanced knowledge in the cadet program. This person should possess strong qualifications and skill in dealing with both senior and cadet members. The commandant must be familiar with leadership laboratory skills. The commandant will have served on the staff of an ATS previously. The primary responsibility of the commandant is to insure that the ATS program is properly implemented. This includes adequate logistical support as well as successful implementation of the academic program. He will follow the guidelines established in the ATS Program Manual. The commandant is responsible to the Director of Cadet Programs, California Wing or the local Group Commander or designee.

Specific responsibilities include:

1. Ensuring that all the objectives for Airman Training School are met.
2. Selection of staff.
3. Supervising the quality of the implementation of the ATS academic program.
4. Ensuring that proper housing and meal arrangements are made.
5. Ensuring the safety and well-being of every CAP member in attendance.
6. Ensuring proper coordination with facility personnel.
7. Ensuring appropriate maintenance of finance records.
8. Ensuring all CAP directives are followed.

Project Officer: The project officer is the individual responsible for the logistical and administrative aspects prior to and during the activity. This person should be a senior member due to the interaction required with military bases, however a senior cadet could perform the job as well, or assist in the job. The project officer reports directly to the commandant.

Instructors: The instructors are responsible for the planning, preparation, and execution of their classes. They must be thoroughly familiar with their specific topics and must be able to present them in an interesting and dynamic manner. In addition, they should set a good example to the cadets in all areas such as uniform wear and customs and courtesies. Instructors may be cadets or seniors.

Military Leadership Officers: Military Leadership Officers are senior members with knowledge of the cadet program, experience, and skill in dealing with cadets. They are responsible for the safety, health and well-being of the cadets. Senior member supervision of the cadets at all times throughout the activity is provided by the Military Leadership Officers. They will be available to the cadets for counseling, guidance and feedback. They will set an example to the cadets in uniform appearance and customs and courtesies. The Military Leadership Officers also

provide training and guidance to the Flight Commanders. They are responsible for ensuring that the ATS training program is progressing in a satisfactory manner.

Assistant Military Leadership Officers: Assistant Military Leadership Officers are senior members with some knowledge of the cadet program and experience in dealing with cadets. This can be used as a training position to introduce members to the ATS program. They are responsible to the Military Leadership Officers and provide whatever assistance is necessary to ensure the flow of the program.

Administrative Officer: An administrative officer may be assigned to the ATS at the discretion of the commandant. If none is assigned, then the duties are handled by the project officer. The administrative officer is a cadet or senior member who provides administrative support to the ATS. This person will prepare rosters, graduation certificates and any reports necessary for the ATS.

Support Personnel: Additional support personnel might be assigned at the discretion of the commandant. These positions could include Executive Officer, communications, logistics, and transportation as needed depending on size or requirements of the ATS. These positions may be cadet or senior.

Position Descriptions - Cadet Staff

Cadet Commander: The role of the cadet commander is to coordinate, command, and control cadet activities in order to ensure successful completion of the ATS mission. He monitors the training to see that it is progressing in a satisfactory manner. He trains, directs and monitors the cadet staff members to ensure that they are properly carrying out their responsibilities. He sets the standard and is an example for the cadet staff in matters of customs and courtesies, uniform wear, and military bearing, as well as maintaining a positive atmosphere and environment for both the staff and the students.

First Sergeant: The First Sergeant works under the direction of the Cadet Commander in the execution of the ATS. He assists in monitoring the health and well-being of all students in the ATS. The First Sergeant sets the standard for professional conduct to be followed by all personnel. He gives clear instructions and follows up to be certain that all Flights will be on time and prepared for activities. He insures that time is used effectively by the staff. He maintains the discipline and customs and courtesies.

Flight Commander: The Flight Commander is directly responsible for the training of the students assigned to his flight. He monitors the health and well-being of the students in the Flight. The Flight Commander sets the standard for professional conduct. He assists in creating an environment that allows the students to perfect their followership skills. He assists individuals within the flight when they need any special assistance in learning the course material. He maintains a positive attitude and environment and is enthusiastic about the ATS program.

Flight Sergeant: The Flight Sergeant works under the direction of the Flight Commander in the training of the students assigned to his flight. He assists in monitoring the health and well-being of the students in the Flight. The Flight Sergeant

follows the standard for professional conduct set by the Flight Commander. He assists in creating an environment that allows the students to perfect their followership skills. He gives clear instructions and follows up to be certain that the Flight will be on time and prepared for activities. He insures that time is used effectively by the students. He maintains the discipline and customs and courtesies of his Flight.

PART TWO - ADMINISTRATION

Authority

Authority to conduct an Airman Training School can be granted by the Director of Cadet Programs, California Wing, or a Local Group Commander. The ATS Commandant is assigned by either of these persons. If the schools set up on the Wing Calendar are insufficient to handle the number of eligible students, a commander wishing to have one in their area should contact Cadet Programs, California Wing or the Local Group Commander to get an additional school scheduled and a Commandant assigned.

Facility Request

Request for use of facilities are made as early as possible to assure availability of desired facility, or to make alternate arrangements if necessary. To use a military facility, this request can be coordinated through the Wing Liaison Office if necessary. The request contains the name of the activity, number of expected participants (include breakdown by number of male and female, and number of senior escorts), the type of facilities needed, the requested location, and the name and phone numbers of the Project Officer.

Activity Promotion

Flyers: The ideal written advertisement for ATS is a flyer, the purpose of which is to encourage cadets to attend. Each cadet should have the flyer to take home so that he or she and his/her parents have the time necessary to make the decision to attend. The flyer must present information as briefly as possible while still creating excitement about the activity. The facts to be included are activity title, sponsor, dates, deadlines, cost, application procedure and location, and also the name, e-mail address, and phone number of a person to contact for more information. Descriptive information of the flyer about the activity should be brief and in headline form, four or five topics at the most. Graphics should be used to enhance the flyer, being careful to avoid cluttering the presentation or using improper material. Colored paper could be used to focus attention of the flyer. (See Attachment)

Verbal Presentations: Verbal presentations are important to create enthusiasm and excitement as well as to further explain the activity. These presentations should be made by knowledgeable cadet and senior staff members. The information to be covered at this presentation is dates, location, and cost. In addition include description about the school as well as why cadets should attend, what are the benefits to the cadet for attending and what are the benefits to the unit. Also, a personal presentation will allow for questions and answers about the activity. Use visual aids to enhance the presentation. ATS flyers should be handed out during these presentations. Some examples of possible forums are: Wing Commanders Calls, Group Commanders Calls, Cadet Programs Conferences, Cadet Advisory Council meetings, and Unit Visitations.

Written Announcements: 1) Flyers/letters mailed to units. 2) Flyers/letters mailed to individual cadets. 3) Flyers/letters handed out at other activities. 4) Wing Calendar.

Radio Communications: The use of radio traffic in disseminating activity information is extremely important. Traffic should be transmitted at every point in the decision making process, i.e., announcement of the activity, when dates have been decided upon, application and deadline information, and any changes in previously made announcements. Traffic should be transmitted as often as is appropriate in all forms, i.e., VHF, HF, and Teletype. Use the radio...it's FREE!!!

Computer Generated E-mail/Web Sites: With the advent of computers in almost every home and CAP unit's e-mail addresses, it is very possible to send information very quickly to a vast number of members. The CAWG has an e-mail distribution list containing many units and members. The CAWG Cadet Program Section also maintains a Web Page. To have an activity announcement posted to the site, contact the Web Master at: www.cawgcadets.org. In addition, CAWG maintains a Web Page. To have an activity announcement posted to the site, contact the Web Master at: www.cawg.cap.gov.

Student Application Procedure

Students should apply as far in advance as possible. An application deadline of 2 weeks prior to the school has been established to allow for proper administrative and logistical coordination.

To ensure complete information cadets must apply on the 2 page CAPF 31 utilized in CAWG, "Application for Special Activities", with their squadron commander's certification and parent's signature completed. Payment (check made out to a CAP unit as designated by the Commandant) must accompany the application. Applications will be sent to a location (designated by the Commandant) no later than 14 days prior to the activity.

Acceptance Letters

Each participant should receive a letter of acceptance indicating reporting time, date, location, uniform, and the name of a person to contact for additional information. In addition it should contain a number at the activity site in case someone is delayed on the road. Include an equipment list (See Page 57) with the acceptance letter and a map if possible. This should be in the mail not later than 7 days prior to the activity. In the case of non-acceptance, a letter should be mailed to the individual.

Military Support Authorization (MSA)

An MSA is required if the activity is held at a military facility (Ref CAPR 76-1). The MSA is requested from California Wing Headquarters in accordance with CAWGM 11-1 (See Attachment).

Participation Letters

If the ATS is not held at a military facility so that MSA's are not required, then a Participation Letter will be prepared in accordance with CAPR 10-3. All members attending the school will be listed and the school staff will be indicated (See Attachment). This will serve as the official record of the participants.

Rosters

Rosters are prepared from the incoming applications and include students and staff. Flight lists are created from this roster, and must be made available to Flight Commanders and Sergeants, as well as other staff members that have the need for rosters.

Sign-In Procedures

A modified copy of the roster is used as the official sign-in or check-in roster. This allows for a quick determination of no-shows so a safety check can be made. Students are given billeting assignments and Flight assignments at this time.

Finance

Financial arrangements are the responsibility of the Commandant in accordance with CAP regulations. The school is planned close to a cost-only basis to participants. Careful analysis is given to the cost-per-person of billeting, meals, school provided supplies, transportation (if provided by the school), and any other anticipated administrative expenses. Specific financial record keeping is the responsibility of the Commandant. Records will include a listing of applicants and fees paid, a listing of expenses, and applicable receipts.

Final Report

Upon completion of the school, the Commandant is responsible for completion of and forwarding to applicable Headquarters/CP:

1. Activity Report
2. Participation Letter (See Attachment)
3. Finance Report
4. Promotional attachments
5. CAPF 78 Mishap Report Form (if applicable)
6. Critique Summary

PART THREE - OPERATIONS

Preparation

This section provides guidelines for facilities and materials required for implementation of this school. The following are recommended:

Materials

- Administrative Supplies
- Computer
- Laser Printer
- Paper, pencils, pens, etc.
- Thumbtacks
- Rosters
- Graduation Certificates (one per student and staff)
- Seals for award certificates (if available)
- Certificates of Appreciation (as needed)

Manuals

- CAPM 50-1, Introduction to Civil Air Patrol Leadership 2000 and Beyond, volumes I & II
- CAPM 52-16, Cadet Program Manual
- CAPM 39-1, Civil Air Patrol Uniform Manual
- AFMAN 36-2203 Drill and Ceremonies
- CAWGM 11-1, California Wing Administrative Procedures
- California Wing ATS Program Manual
- CPFT Handbook

Student supplies

- Guidons
- Guidon Poles

Audio-visual equipment

- Slide projector
- Overhead projector
- White board
- Erasers and markers

Medical supplies

- First aid kit
- Extra Band-Aids
- Moleskin

Facilities

It is important that facilities be selected which will support the goals and mission of this school. NOTE: Use of military facilities may be coordinated through the California Wing-USAF Liaison Office (Reference CAWGM 11-1).

Billeting: Adequate and separate billeting must be provided for male and female students, keeping in mind the need for close supervision. This must include shower and rest room facilities for both males and females with sufficient water for the number of personnel at the activity.

Meals: The school is responsible for providing five meals for the students and staff. Care should be taken to provide a balanced diet. Meals can either be prepared on-site or purchased and brought in. Dining facilities must be capable of supporting three meals on Saturday and two meals on Sunday. The classroom should not be used as a dining facility.

Classrooms: At least one classroom must have adequate seating for all the students and staff (typically about 75 people). The main classroom must have white board and overhead projection capacity. Adequate lighting and ventilation is necessary for a proper learning environment. Rest rooms should be available nearby.

Drill Area: Drill area must be large enough for formations, for squadron drill and for the Flights to practice separately. The drill pad should be concrete or asphalt and level. This area must be free of moving vehicles.

Transportation: Transportation must be provided unless facilities are within marching distance.

IMPLEMENTATION

Staff-Student Interaction

At all times during this school it is essential that the cadet and senior staff remain highly visible and set examples of professional conduct. These examples provide the single greatest impression upon cadets during training.

In addition, the staff should be available for questions and feedback to students whenever possible to maximize and reinforce learning. Special attention should be given to evaluation of each student's problem areas and extra attention must be given for correction. This type of dynamic staff-student interaction should achieve a sense of obligation for appropriate conduct and a feeling of acceptance and belonging within the Civil Air Patrol program.

Staff Selection

The Director of Cadet Programs or Local Group Commander is responsible for the selection of the ATS Commandant. The selection of Commandant is very important to the success of the school. This individual must be familiar with the cadet program in general and the ATS program in particular.

The ATS commandant is responsible for the selection of the project officer. For this school the commandant may choose to handle the responsibilities of the project officer.

The ATS commandant will select the instructors and the senior staff from seniors who have indicated an interest in participating. A publicity letter could be sent out to seniors who are interested in the cadet program to recruit individuals who might not otherwise be aware of the opportunity. In addition, the ATS commandant should attempt to contact cadet programs personnel within the sponsoring group and from which squadrons are sending cadets as possible senior staff members.

The selection of cadet staff will be made by the ATS commandant from applications consisting of: a letter of intent, resume, and CAP Form 31. To be eligible for cadet staff a cadet must have attended ATS as a student. To be eligible for cadet commander, the cadet must have attended ATS as a Flight Commander.

Staff Briefing/Meetings

For the initial staff briefing the commandant and the project officer will brief the staff on the logistical and academic arrangements for the school. This will include a safety and medical briefing. Staff meetings will be held at the end of the day Friday and Saturday and at other times as required by the Commandant to facilitate the smooth running of the school. The meeting will include a discussion of the training as well as the schedule for the following day.

In-Processing

In-processing consists of ensuring that each cadet signs in for the activity and receives his flight and billeting assignment. (See Attachment)

Cadet Staff Evaluations

Each Military Leadership Officer will evaluate his/her cadet Flight Staff at the end of ATS. This evaluation will be for the benefit of the individual cadet staff member in an effort to focus attention on weaker areas, and to provide direction for self-improvement in the future.

School Evaluations (Critique)

Student critique forms will be filled out by each student (See Attachment). These will be filled out at the end of the last classroom session. Critiques will be reviewed by the staff.

A staff critique will be held at the final staff meeting. This is to highlight good points as well as problem areas and suggestions for improvement. Highlights from the student critiques should be read to the staff. A summary of the critique should be included in the final report.

Awards

Flight Honor Cadet: An Honor Cadet will be selected from each flight. This cadet will be selected by the Flight Commander and Sergeant. Selection will be based on attitude and performance during the ATS.

ATS Honor Cadet: This cadet will be one of the Flight Honor Cadets who has shown overall the best attitude and performance during the Airman Training School. Recommendation will be made to the commandant by the Flight Commanders. Final selection is the responsibility of the commandant.

Graduation Ceremony

The graduation ceremony will be a standard formation held in accordance with AFMAN 36-2203. The Flight Honor Cadet will take the position of flight guide. The cadet receiving the ATS Honor Cadet Award will be called forward individually to receive his certificate from the commandant.

Certificates for the Honor Cadets will be their graduation certificates with a gold seal affixed and the notation of the award directly beneath the seal, if available.

Flight Commanders will present the graduation certificates individually to each member of the flight.

Out-Processing

Out-processing takes place at the close of the activity. All cadets (including staff) must formally sign out of the activity.

Final Staff Meeting

A final staff meeting will be held after the cadets have signed out. No staff member, cadet or senior, may leave until dismissed by the commandant or his designee.

PART FOUR - INSTRUCTION/OUTLINES

Curriculum	Course Number	Duration
INTRODUCTION		
ATS Introduction	15000	30 minutes
DRILL AND CEREMONIES		
Drill Lab I	15400	60 minutes
Guidon Use	15401	60 minutes
Drill Lab II	15402	60 minutes
Drill Terms.....	15403	60 minutes
Drill Lab III.....	15404	60 minutes
Drill Lab IV	15405	60 minutes
CLASSROOM INSTRUCTION		
Uniform Wear	15800	60 minutes
Phase II (Leadership Lab CH2 and CH3).....	15801	60 minutes
Wing, Region, and National Activities	15802	30 minutes
EVALUATION		
Physical Training I / II	16000	45/45 minutes
Leadership Exercises	16001	60 minutes
Review Boards.....	16002	60 minutes
CADET RESPONSIBILITIES		
Professionalism.....	16400	60 minutes

ATS INTRODUCTION

15000

Instructor: ATS Commandant
Reference: ATS Program Manual

Lecture
30 minutes
Prerequisite: None

DESCRIPTION

Educational Goal: To develop an understanding of the environment and the objectives of the Airman Training School.

Objectives: Each student will be able to:

1. List the schools in the Integrated Leadership Program.
2. List the three program areas covered in the ATS.
3. Adhere to the standards of conduct during the school.

OUTLINE

I. Integrated Leadership Program

A. Basic Cadet School (BCS)

1. Group or Squadron level, cosponsored by CAWG/CP
2. Introduction to CAP, overview of Phase I

B. Airman Training School (ATS)

1. Group or Squadron level, cosponsored by CAWG/CP
2. Perfection of followership, overview of Phases I & II

C. Non-Commissioned Officer's School (NCOS)

1. Wing level school, held 4 times per year (North and South)
2. Standardize training, introduction to leadership

D. Senior Non-Commissioned Officer's Academy (SNCOA)

1. Wing level school, held 1 time per year
2. Extension of leadership training

E. Cadet Officers Basic Course (COBC)

1. Wing Level School, held 1 time per year, one week long
2. College type atmosphere
3. Officer skills - Leadership, Management, communications

F. Advanced Cadet Staff Seminar (ACSS)

1. Wing level school
2. Flexible schedule
3. Problem solving sessions

II. Outcome of ATS

A. Reinforce leadership lab skills, Chapters 2 and 3

B. Perfect the aspects of Followership and Professionamism

C. Evaluation

1. Must be positive and objective

2. Conducted by Flight Commanders and Flight Sergeants

D. Attitude and discipline

1. Discipline not negative - structure

2. Must have discipline to accomplish mission effectively

E. Drill standardization

1. Standardize drill throughout Wing by AFMAN 36-2203

2. Dispel myths and rumors

3. Shows how to use as learning tool

4. Teach proper ways to execute all drill commands

F. Interaction

1. Work with students from other units

2. Ask questions of cadet and senior staff

3. Find out what is beyond your own unit

III. School atmosphere

A. Flights

B. Individual responsibility

1. Everyone addressed as Cadet

2. Behavior

3. Image

4. Participation

5. Quarters

6. Busy schedule

7. Personal Time

C. Honor Cadet - each Flight

1. Participation

2. Image

3. Uniform

4. Bearing

5. Behavior

6. Attitude

7. Quarters

D. Safety

1. Indoor

2. Outdoor

a. Roadguards

b. Flashlights

3. Building evacuation

E. House rules

1. Uniforms

2. Doors

3. Lights out

IV. Standards

A. California Wing standards

B. Challenge to students

DRILL LAB I
15400

Instructor: Flight Commanders
Reference: AFMAN 36-2203

Activity
60 minutes
Prerequisite: 15000

DESCRIPTION

Educational Goal: To provide the students with an opportunity to practice basic drill commands on the drill field.

Objectives: Each student will be able to:

1. Demonstrate the proper method for executing commands on the drill field.

NOTES TO Flight Commanders: This is a practice session. Each flight should have the opportunity to review basic flight drill commands. Concentrate in this session on review of basic techniques. Watch other Flights drilling and critique the commander.

GUIDON USE

15401

Instructor: Staff
Reference: AFMAN 36-2203

Lecture
45 minutes
Prerequisite: 15000

DESCRIPTION

Educational Goal: To develop an understanding of the use of a Guidon when drilling.

Objectives: Each student will be able to:

1. Describe the form of a Guidon and its primary function to a unit.
2. Demonstrate techniques used with Guidons, both stationary and in motion.

OUTLINE

I. Guidon Use

A. Tools

1. Lots of Guidons
2. Lots of Space
3. Use of a demonstrator or multiples

B. Demonstration of all movements

1. Present Guidon, Order Guidon, Hand Salute
2. Carry Guidon – facings, alignments, marching
3. Posting
4. Double Time

C. Have all members of the class practice all Guidon Maneuvers

DRILL LAB II
15402

Instructor: Flight Commanders
Reference: AFMAN 36-2203

Activity
60 minutes
Prerequisite: 15400

DESCRIPTION

Educational Goal: To provide the students with an opportunity to practice executing complex drill maneuvers for a flight.

Objectives: Each student will be able to execute all intermediate drill techniques used during the encampment drill sequence.

NOTES TO Flight Commanders: This is a practice session. Each flight should have the opportunity to review intermediate flight drill commands. Concentrate in this session on review of more advanced techniques. Watch other Flights drilling and critique the commander.

DRILL TERMS

15403

Instructor: Staff
Reference: AFMAN 36-2203

Lecture
60 minutes
Prerequisite: 15000

DESCRIPTION

Educational Goal: To standardize drill and ceremonies within the wing according to the AFMAN 36-2203.

Objectives: Each student will be able to:

1. Define the terms rank, file, dress, cover, distance, interval, in-line, in-column, pace, cadence, quick time, double time, and slow time.
2. Name five types of commands and describe each.
3. Name the four rest commands.

OUTLINE

I. Units

Formation

Flight

Unit

Element

Front

Center

Depth

Flank

Head

File

Rank

II. Flight formation

A. In line (Inverted Line)

B. In column (Inverted Column)

C. Spacing

1. Distance

2. Interval

D. Alignment

1. Cover

2. Dress

E. Sizing the flight

III. Pace/Cadence

A. Step (length of 12 or 24 inches)

1. Pace (24-inch step)

B. Cadence (rate)

1. Quick time

2. Double time

3. Slow time

4. Mark Time

IV. Rest positions

A. Parade rest

B. At ease

C. Rest

D. Fall out

V. Commands

A. Two Part Commands

1. Preparatory Command

2. Command of Execution

B. Combined Commands

C. Supplementary Commands

D. Informational Commands

E. Mass Commands

VI. Drill Symbols

A. Value as a teaching tool

B. Flight Diagramming

VII. Drill Terms and Symbols Quiz

DRILL LAB III
15404

Instructor: Flight Commanders
Reference: AFMAN 36-2203

Activity
60 minutes
Prerequisite: 15402

DESCRIPTION

Educational Goal: To provide the students with an opportunity to practice executing all applicable drill maneuvers for a flight.

Objectives: Each student will be able to execute all drill techniques used during the encampment drill sequence.

NOTES TO Flight Commanders: This is a practice session. Each flight should have the opportunity to review flight drill commands. Concentrate in this session on perfection of more advanced techniques. Watch other Flights drilling and critique the commander.

DRILL LAB IV

15405

Instructor: Flight Commanders
Reference: AFR 50-14

Activity
60 minutes
Prerequisite: 15404

DESCRIPTION

Educational Goal: To provide the students with an opportunity to practice executing all applicable drill maneuvers for a flight, as well as learn that drill and ceremonies can be an enjoyable experience.

Objectives: Each student will be able to execute all drill techniques used during the encampment drill sequence, and practice some innovative techniques for the training of a flight in drill.

NOTES TO Flight Commanders: This is a practice session. Each flight should have the opportunity to review and practice all flight drill commands in preparation for the Flight Drill Competition. Concentrate in this session on perfection of more advanced techniques. Watch other Flights drilling and critique the commander.

OUTLINE

**PLAY O-REILY SAYS
MASS COMMANDS
BY THE NUMBERS**

UNIFORM WEAR

15800

Instructor: As assigned
Reference: ATS Program Manual

Lecture
60 minutes
Prerequisite: None

DESCRIPTION

Educational Goal: Complete understanding of grooming standards, BDU and Blues uniform wear.

Objectives: Each student will be able to:

1. List the grooming standards.
2. Adhere to the standards for BDUs and Blues uniform wear.

EQUIPMENT: Example Blues, BDUs, and pictures of hair standards
Two female blues shirts and pants, two rulers, two nametags, two covers, two sets of aviation or other badges, and an even number of ribbons with two ribbon holders.

OUTLINE

I. Introduction

A. Motivation for good uniform standard wear

1. *Excerpt from THE UNIFORM OF MY COUNTRY* by Captain

Karen Dorman Kimmel, CONTRAILS

Over two hundred years ago the first thread of the uniform I wear was woven. While great men dreamed of a country of free people, the Army and Navy that would win her liberty had already begun to organize. As the fledgling country grew stronger, so did its uniform develop. Each button and ribbon that has been added through the years boasts of victory at sea, conquests on land, and some of military aviation's greatest successes...I wear the uniform of my country because, as America is a blend of races and cultures, my uniform is a woven, visual history of her people's courage, determination, and unique love of freedom. Without a word this uniform also whispers of freezing troops, injured bodies, and Americans left forever in foreign fields. It documents every serviceman's courage, who by accepting this uniform, promises the one gift he truly has to give: his life. I wear my uniform for the heritage of sacrifice it represents and more.

2. **It is an HONOR and a PRIVILEGE to wear the uniform.**

Wear it with pride, and recognize that in it you are an example!

B. Overview

1. **Grooming standards, jewelry and accessories**
2. **BDU uniform**
3. **Blues uniform**

II. Grooming standards

A. MEN: Hair must be tapered, not extreme or faddish, not touching the ears, < 1 ¼” in bulk, not to exceed ¼” in length. Sideburns must not extend below the lowest part of the ear opening and should be tapered.

B. WOMEN: Hair must be professional, a normal-appearing hair color, not exceed 3” in bulk, and cannot extend below the bottom of the collar.

C. Jewelry / Accessories:

1. MEN—no wallets, pens, jewelry except wristwatches, rings, and ID bracelets.
2. WOMEN—May wear small, conservative gold/white pearl/silver earrings ONLY. No ankle bracelets. Makeup must be conservative and in good taste, can only wear a single color nail polish.
3. Both men & women can wear necklaces, as long as they are worn underneath clothing & not visible.
4. Conservative sunglasses are OK except in formation
5. Religious apparel-OK, depending.

III. BDU's

A. Proper wear

1. Cover—squarely, no hair protruding underneath. Cover block.
2. Blouse / pants must match.
3. Black T-shirt
4. Grade insignia—1” parallel LE and centered. Cardboard behind
5. Shirt sleeves folded, within 1” when 90degree bent
6. Wing patch ¾” below shoulder seam
7. CAP / Nametapes aligned
8. Specialty patches – embroidered, lower portion pocket centered both ways, left pocket

9. Sqn patch-- embroidered, lower portion pocket centered both ways, right pocket
10. Belt—dark blue, woven cotton web, black metal tipped. Can extend up to 2" and faces left.
11. Boots-Combat, all black, highly polished
12. Black or white sox

B. Activity: Help out your buddy; critique each other's uniforms.

Be constructive!

IV. Blues uniform

A. Proper wear

1. Cover—slightly to right with crease in line with center of forehead. Insignia $\frac{1}{2}$ way between top and bottom of flap, $1 \frac{1}{2}$ " in to left edge
2. Shirt—Grade insignia 1" parallel LE center. Cardboard insignia. Military creases.
3. CAP insignia same
4. Wing patch $\frac{3}{4}$ " centered below shoulder seam
5. Nameplate-on but not over top edge and centered
6. Ribbons- on but not over top edge and centered, all or none, have PRECEDENCE order. Are they clean?
7. Women placement—centered between buttons & arm seam, even or up to $1 \frac{1}{2}$ " higher from first buttoned button. Nameplate is even with bottom edge of ribbons, both parallel to the ground.
8. CAP specialty badges—centered below pocket flap both ways
9. Aviation/Specialty badges – highly polished, $\frac{1}{2}$ " above ribbons
10. Belt—Tab left side for men, right side for women, aligned, silver tip
11. Pants-trim fitted, no bunching or bagging, 1 break
12. Shirt garters—proper wear of
13. Women skirt no higher than top of kneecap, no lower than bottom
14. Shoes-Low $\frac{1}{4}$ black oxford with no perforations or designs
15. Black sox

B. Activity: Contest to properly prepare for wear two identical female blues uniforms. Students will be given cover, emblem, rocketry badge, rank, ribbons (5 or more with precedence), and a nametag.

V. Summary

- A. Grooming standards, jewelry and accessories**
- B. BDU uniform**
- C. Blues uniform**

PHASE TWO: LEADERSHIP LAB CHAPTER TWO AND THREE
15801

Instructor: As assigned

Reference: ATS Program Manual

Leadership Laboratory Manual

Lecture

60 minutes

Prerequisite: None

DESCRIPTION

Educational Goal: Familiarize students with the more complex concepts in chapters two and three of the Leadership Laboratory Manual.

Objectives: Each student will be able to:

1. Define integrity, communication and the chain of command.
2. Perform proper customs and courtesies.
3. Describe the duties and responsibilities of different cadet positions

OUTLINE

I. Introduction

A. Overview of class

1. Leadership Lab Chapter 2

2. Leadership Lab Chapter 3

II. Chapter 2—Discuss difficult concepts; quiz students using flashcards

III. Chapter 3—Discuss difficult concepts; quiz students using flashcards

IV. Summary

A. Review concepts

B. Any questions?

What is *integrity*?

Integrity is sticking to a code of moral values. It is honesty. It is doing what you know is right. If you have integrity, it means that you are trustable.

L2k Chap 2

What is *attitude*?

Attitude is your state of mind that lies behind your actions.

L2k Chap 2

What are the different types of *discipline*? Describe each.

Self discipline, group discipline. Self discipline is a building block of group discipline

L2k Chap 2

What is loyalty?

Is unquestioned loyalty to your leaders always good? If not, when?

Loyalty is an important part of dedication. Successful leaders expect subordinates to question things they don't agree with.

L2k Chap 2

What is *courtesy*?

Courtesy is your way of showing politeness and personal recognition of others.

L2k Chap 2

What is *esprit de corp*?

Esprit de corp is group morale. Literally, it means *spirit of the group*.

L2k Chap 2

What is the simplest expression of a military courtesy?

The salute.

L2k Chap 2

T/F: *Military courtesies should always be rendered mechanically and impersonally.* Explain your answer.

False. The way you perform the courtesies shows various shades of feeling: pride, confidence, self-respect, or perhaps contempt. Rendering courtesies smartly and correctly usually shows a high state of individual and unit pride.

L2k Chap 2

When you need to correct someone, how should it be done? How shouldn't it be done?

Correcting should be positive and encouraging, not demeaning or demoralizing.

L2k Chap 2

What is *communication*?

Communication is the transfer of an idea from a sender to a receiver, through a medium.

L2k Chap 2

Your book talks about three approaches to communication. Describe each?

Self-action, interaction, transaction

L2k Chap 2

How does a stimulus affect communication?

Communication happens when you react to a stimulus.

L2k Chap 2

What is the goal of communication?

To share a meaning.

L2k Chap 2

What two factors determine your effectiveness as a communicator?

The attitude you send, and the message symbols that you choose to use.

L2k Chap 2

Your book refers to four interrelated elements of communication. What is each?

Communicator-receiver, message symbols, receiver, feedback.

L2k Chap 2

When communicating, why is it important to know your audience?

To be able to express your ideas in terms that they will understand.

L2k Chap 2

Could it be possible for words and actions to contradict each other? If so, how?

Gestures (e.g. smile) contradicting words (e.g. something sad)

L2k Chap 2

What is a pennant? How is it used?

A pennant is a triangular flag, generally used as a parade marker.

L2k Chap 2

You are in uniform, in formation, outdoors, and the national anthem or *To the Colors* is about to be played. What should happen?

The formation commander faces the unit towards the flag (or the music) and, when the music begins, commands "Present Arms".

You are in uniform, indoors, and the national anthem is about to be played. What should you do?

Come to attention and face the flag (or the music).

Do not salute when indoors.

L2k Chap 2

What is a *guidon*? How is it used?

A guidon is a swallow-tailed flag. It is generally used to identify small marching units.

L2k Chap 2

You are in uniform, and you pass by a U.S. flag flying on a tall flag pole. When do you salute it?

You don't. Flags on stationary flag staffs are not saluted, except during reveille (flag going up) and retreat (flag coming down).

L2k Chap 2

You are in uniform, not in formation, outdoors, and the national anthem is about to be played. What should you do?

Come to attention, face the flag (or the music), and salute.

L2k Chap 2

You are not in uniform, and the national anthem is about to be played. What should you do?

Similarly to in uniform, but with a different salute. Men remove headdress with right hand, and hold it at the left shoulder with the right hand over the heart. Men without hats, and all women, salute by standing at attention, and placing the right hand over the heart.

L2k Chap 2

Who is Achievement 2 named after, and what were some of this person's accomplishments?

Flight lessons from Orville Wright; Instructed at Army's first aviation school at College Park, MD; Commanding General, AAF, during WWII, then served on Joint Chiefs of Staff and Allied Combined Chiefs; promoted to 5-star General of the Army; in 1949, named 1st General of the Air Force.

L2k Chap 2

List the duties and responsibilities of an *element*

leader.

Element leaders are responsible for the members of their element, and also to work with and through their assistants. Element leaders ensure that their cadets are scheduled for their achievement and physical fitness tests and do their moral leadership requirements on time.

L2k Chap 3

Your book discusses three major leadership traits essential to followership, What are they, and why is each essential?

Loyalty, Integrity, Self-discipline

L2k Chap 3

As a leadership trait, why is *loyalty* important?

Loyalty is important to build teamwork

L2k Chap 3

As a leadership trait, why is *integrity* important?

Integrity is important to preserve yourself within the larger unit.

L2k Chap 3

As a leadership trait, why is *self-discipline* important?

Self-discipline is important to function as a team member, not as a "prima donna."

L2k Chap 3

One of the components of *followership* that your book discusses is *The Job*. What are the three components of *The Job*?

- Know what the job is
- Know how to do the job
- Do the job

L2k Chap 3

One of the components of *followership* that your book discusses is *the Leader-Follower Relationship*.

What are the components this?

- Question – follow orders but don't be afraid to **question** them
- Inform – Keep your leader **informed**

L2k Chap 3

One of the components of *followership* that your book discusses is *Responsibility*. What are the

three reasons that responsibility is important?

- Dynamic followers do not wait
- Wise followers learn
- Be responsible for yourself

L2k Chap 3

What are the three components of followership?

- *The job*
- *Leader-follower relationship*
- *Responsibility*

L2k Chap 3

In which direction does information flow through the chain of command: up or down?

Information should flow both up and down the chain of command. The chain of command is not a one-way street.

L2k Chap 3

Who is in the NCO Support Channel.

The NCO support channel consists of the cadet first sergeant, cadet flight sergeants, and each element leader. They pass information among themselves and propose solutions for routine but important actions.

L2k Chap 3

What is the purpose of the NCO support channel?

The NCO support channel collects and compares information on the cadet unit, identifying problems and alternate solutions, pass this information up the chain of command to the cadet squadron commander.

L2k Chap 3

How does the book define the *chain of command*?

The chain of command is the succession of commanding officers through which command is exercised.

L2k Chap 3

How many chains of command are there?

One.

L2k Chap 3

What are the duties and responsibilities of the cadet

first sergeant?

The first sergeant oversees routine activities such as inspections, training, attendance, and cadet progress. The first sergeant also counsels and guides on typical questions about the CAP cadet program and on unit procedures.

L2k Chap 3

What are the duties and responsibilities of a flight sergeant?

The flight sergeant's tasks include conducting inspections, teaching how to wear the uniform, customs and courtesies, discipline, drill, and gathering information from the element leaders. The flight sergeant also acts as flight commander when the flight commander is absent.

L2k Chap 3

What are the duties and responsibilities of the

element leader?

Element leaders are responsible for knowing where the members of their elements are, both when present or absent from unit activities. They also get information on their people's needs and correct them on personal appearance.

L2k Chap 3

What is a *standard*?

A standard is a measure of what a thing should be, a benchmark, a yardstick. It is a rule or principle used in judgement.

L2k Chap 3

What is the greatest barrier to communication?

Having no common core of experience.

L2k Chap 3

What are the three barriers to communication?

- No common core of experience
- Confusion between the symbol and the thing being symbolized
- Misuse of abstractions

L2k Chap 3

Describe the steps in *demonstration-performance*

teaching technique.

- State name of movement to be executed, and its purpose
- Give command used, and identify parts (preparatory, command of execution)
- Show the movement using proper cadence and commands
- State what drill position you must be in before starting
- Explain and show movement slowly in detail
- Ask for questions then show it again
- Let formation do movement, then critique them

L2k Chap 3

Describe differences between a boss and a leader.

- Fear vs. confidence
- Resentment vs. enthusiasm
- "I" vs. "we"
- Blame vs. fix mistakes
- Knows how vs. shows how
- Authority vs. cooperation
- Drives vs. leads

L2k Chap 3

Who is Achievement 3 named after? Why are they important?

Wilbur and Orville Wright. Orville made the **first powered and controlled** airplane flight, on 17 December 1903, remaining airborne for nearly one minute, covering 850 feet.

L2k Chap 3

Your flight is in a single column and you want to

reform then into their two elements. What command should you use?

Column of Twos from the Left (Right), March

L2k Chap 3

Your marching flight is about to enter a tunnel not wide enough for the flight. What command would move the flight to *close interval*? Once through the tunnel, how would you restore normal interval?

Close, March; Extend, March

L2k Chap 3

Your flight is about to cross a street. What command would you give, for safety, before crossing the street? After the flight has crossed the street, what command would you give?

Road guards out; Road guards in

L2k Chap 3

WING, REGION, AND NATIONAL ACTIVITIES

15802

Instructor: As assigned
Reference: ATS Program Manual

Lecture
60 minutes
Prerequisite: None

DESCRIPTION

Educational Goal: Expose students to activities above the squadron and group level and the procedures for applying.

Objectives: Each student will be able to:

1. Name a National Activity they would like to attend.
2. Describe how to apply to a National Activity

EQUIPMENT: Any available pictures from cadets who have gone to wing, region, or national activities.

OUTLINE

I. Introduction

A. Overview of class

- 1. What is a National Special Activity?**
- 2. How do I apply for a National Special Activity?**
- 3. What Wing and Region activities are available?**

II. What is a National Special Activity?

[Engineering Technologies Academy](#)

[Advanced Technology Cadet National Academy \[ATCNA\]](#)

[Air Force Flight Training Familiarization Courses \[AETC\]](#)

[Air Force Pararescue Orientation Course \[PJOC\]](#)

[Air Force Pararescue Orientation Course \(Advanced\) \[APJOC\]](#)

[Air Force Space Command Familiarization Course \[AFSPCFC\]](#)

[Air Force Weather Agency Familiarization Course \[AFW AFC\]](#)

[Airline Training Familiarization Course \[JU/Comair\]](#)

[Cadet Officer School \[COS\]](#)

[International Air Cadet Exchange \[IACE\]](#)

(Does not garner the NCSA ribbon)

[National Blue Beret \[NBB\]](#)

[National Cadet Competition \[NCC\]](#)

(Does not garner the NCSA ribbon)

[National Emergency Services Academy \[NESA\]](#)

[National Flight Academies - Glider \[NFA-G\]](#)

~~UPDATED~~ [National Flight Academies - Powered \[NFA-P\]](#)

[National Honor Guard Academy \[NHGA\]](#)

[National Military Music Academy \[NMMA\]](#)

[Other Summer Cadet Activities \(Hawk SAR School, Aviation Challenge, Space Camp\)](#)

.B. Why should you go?

III. How to apply to National Special Activities?

A. By Dec 31 (Applications to wing HQ):

- Cadets should fully complete a [CAPF 31](#), *Application for Encampment or Special Activity*. This CAPF 31 must be postmarked by 31 December and mailed to your wing headquarters. Be sure to include the phrase "NCSA" on the envelope (this makes it easier for the wing staff to send your application to the right person).

- Cadets applying for any "staff" positions need to also submit a fully complete CAPF 31 to your wing headquarters with the same deadlines and procedures.

- Cadets applying for more than one NCSA should clearly note their desired preference, in order, right on the application. Otherwise, National Headquarters will assign the preference order at random.

B. Note: National Headquarters does not process the applications for the [Hawk Mountain SAR School](#), [Space Camp](#), or the [Aviation Challenge](#). Please follow the guidelines for these programs found elsewhere in these web pages.

IV. What programs are held at the Wing or Region level?

A. Cadet Programs Conference

B. Encampment

C. NCOS

D. SNCOA

E. COBC

V. Summary

A. What is a National Special Activity?

B. How do I apply for a National Special Activity?

C. What Wing and Region activities are available?

PHYSICAL TRAINING I / II

16000

Instructor: First Sergeant / Flight Sergeants

Reference: None

Activity

45 minutes each

Prerequisite: 15000

DESCRIPTION

Educational Goal: To teach the students standard PT formation and complete physical fitness requirements.

Objectives: At end of exercise students should have completed physical training as a beginning to a training day, and in preparation for the Cadet Physical Fitness Test. Students should also understand areas in which they need to improve.

NOTES TO Flight Commanders: Staff should conduct all exercises properly, using proper commands and extended rectangular formation. Care should be taken during PT2 for an accurate mile run.

OUTLINE

I. Physical Training 1

Cadets will form up in flights, then proceed to execute PT as directed by the First Sergeant and Flight Sergeants.

During the course of this exercise, staff members should observe and immediately correct any mistakes made by students. This should be done in a time efficient manner, but not to affect student's morale.

With excess time, staff members should have students perform standard exercises and stretches not used during the exercise. Reference Material is included in the Program Manual.

II. Physical Training 2

Cadets will execute all aspects of the Cadet Physical Fitness Test in the following Order:

- Mile Run
- Sit and Reach
- Sit Ups

The Guide for Conducting the CPFT is required to correctly administer, record and score the test. The test should be administered by a Senior Member.

Leadership Exercises

16001

Instructor: Flight Commanders

Reference: None

Activity

60 minutes

Prerequisite: 15000

DESCRIPTION

Educational Goal: The purpose of the leadership exercises is to teach leadership, communication, and teamwork.

Objectives:

OUTLINE

Multiple exercises below will be used. The explanation for the exercise should be short, and the clock started immediately to encourage a sense of urgency.

Blindfold all of your cadets, then hide a long rope, and tell them to find the rope and make an isosceles triangle with it. Every cadet must be touching the rope to complete the exercise, and it must be a credible isosceles triangle.

Have the students try and cross an imaginary river using paper plates as stepping stones. They must maintain contact with the paper plates at all times, lest they be swept away by the river. Anyone touching the "water" will be lost for 1 minute. All team members must make it to the other side of the river.

Have the students form a circle. Hand a tennis ball to one of the students and have them begin throwing the ball to their teammates, without repeating persons, until all have touched the ball. The first person to have the ball should also be the last. Repeat the sequence until all students have the drill down. Now, challenge the students to complete the sequence in as little time as possible. Creative thinking is a big plus here. The only rule is the order must be maintained and all cadets must touch the ball.

Once the exercise is started, staff members are not to assist, only referee. Staff will notice some students being leaders, some being enthusiastic followers, some being willing followers, and some non-participants. Make mental notes to pass on to the debriefer.

The point is not necessarily to finish the exercise (although the first is definitely possible) but to observe the leadership and teamwork of the flights. A single debriefer from staff will point out the areas students did well in (mission accomplishment, teamwork) and the areas they need improvement in (communication, organization, structure, etc.).

Review Boards 16002

Instructor: Instructors
Reference: None

Activity
60 minutes
Prerequisite: 15000

DESCRIPTION

Educational Goal: To familiarize the students with the procedures for reporting into and sitting through a promotion review board.

Objectives: Students should understand proper reporting procedures, professionalism during the board, sample questions and answers, and typical board composition. Form a mock board and practice typical review boards.

OUTLINE

- I. Board Makeup
 - A. Squadron Commander
 - B. Deputy Commander for Cadets
 - C. Additional Senior Member (Cadet Programs, Leadership Officer, AE Officer, etc)
 - D. Cadet Commander (or designee)
 - E. Cadet Flight Commander
- II. Standard Reporting Procedure

All cadets will report using the standard reporting procedure, specified below.
Knock once and wait to be recognized. Approach the senior person on the board, stand 2 paces away from and centered on the person (or on desk behind which person is seated), salute and say, "Sir, Cadet (Rank and Last Name) reporting as ordered."
When completed, present arms and wait for return salute. Drop salute, execute facing maneuver and depart.
- III. Sample Review Board Questions
 - A. Why do you deserve this promotion?
 - B. Why did you Join CAP?
 - C. What are your aspirations after High School/College?
 - D. What do you hope to gain from being a member in CAP?
 - E. Who is your achievement named after and what did they do?
 - F. What is the cadet oath?
 - G. What is the Honor Code?
 - H. Other Knowledge questions as applicable.
- IV. Professional Behavior
 - A. Discipline
 - B. Customs and Courtesies
 - C. Attitude

PROFESSIONALISM

16400

Instructor: As assigned
Reference: ATS Program Manual

Lecture
60 minutes
Prerequisite: None

DESCRIPTION

Educational Goal: Guided discussion of professionalism

Objectives: Each student will be able to:

1. Define professionalism.
2. Describe why they strive for professionalism
3. Define personal goals for achieving professionalism.

EQUIPMENT: White boards and markers, or other big sheets to make lists on.

OUTLINE

I. Introduction

A. Overview of class

1. What is a professional?
2. Why should we strive for professionalism?
4. How can we achieve professionalism?

B. Professionalism is its own reward

II. What is a professional?

A. Definition—Skillful; achieved after training and preparation; requires the ability to reason logically and make good judgmental decisions; demands a code of ethics of being true to themselves and who they serve.

.B. Aspects—Taking Initiative

What else?

III. Why should we be professional?

A. Preparing to lead

B. Accomplish higher goals when working with professionals

C. We get asked back more often!

D. Activity: Have cadets tell of an experience where they were or were not professional, and the consequences.

IV. How can we be professional?

A. Advancing education and training

B. Setting the example

C. Meetings

D. Are there things NOT to do?

E. Activity: give cadets two blank sheets. In small groups, they should discuss things they want to do to improve their professionalism on one sheet, then things NOT to do to improve professionalism on the other. Present to the class. As they are presenting, critique their professionalism. IE, did they introduce themselves, are they speaking in a professional manner, did they cuss, etc.

V. Summary

A. What is a professional?

B. Why should we strive for professionalism?

C. How can we achieve professionalism?

PART FIVE - PROJECT OFFICERS GUIDE

Facilities

If necessary, submit a letter to the USAF-CAP Liaison Office (CALO) requesting facilities. The letter should contain the following:

1. Name and date of the activity
2. Number of personnel expected including a breakdown by number of males and females, cadets and seniors
3. Types of facilities needed
4. Classrooms, number and size
5. Meals - how many meals, if any, will be required
6. Request linen if needed, or mention that participants will be bringing sleeping bags and will not need linen.
7. Request transportation if needed.
8. Name and phone number where project officer or other suitable contact might be reached, both day and evening

CALO will produce a letter to the facility using the information from the project officer request. When the facility responds to CALO the project officer is notified and provided with a point of contact (name) and telephone number. The project officer should contact this person as soon as possible.

Billeting

Project officer will supply base contact with information about how many personnel will require billeting, and numbers of male and female, seniors and cadets. For schools such as these, an exact count will not be available until about a week or ten days before the activity. Give the contact as good an estimate as you can and follow up with more accurate information.

Discuss what type of billeting will be available. Determine if possible if the billeting will be open bay, cubbyholes, or separate rooms. Also determine if we will be sharing the billeting with others. (For CAP activities it is always best if we can arrange to be isolated. This allows for easier control.) This information will allow you to determine how to assign student billeting, where cadet and senior staff will be assigned.

Determine check-in requirements and procedures. Can one person check in for the group or will each individual need to sign in? Will there be any cost for the billeting? If there is a cost, is it for linens or maid service? We prefer not to have maid service for this activity. Will keys be available for rooms or building? Will linen be required or will the personnel bring sleeping bags? For ATS the students are asked to bring sleeping bags. This is to avoid the time and hassle of checking linen out and in. Racks are not used as a tool at ATS due to time limitations. Assuming participants are bringing sleeping bags, can a few sets of linen be checked out if someone forgets linen?

Note if any special billeting will be required, for example if any dignitaries will be present that might like to have BOQ. Note that BOQ space is not always available, regardless of how important the dignitaries may be.

Determine checkout requirements and procedures.

Meals

If base dining hall is to be used for meals, supply base contact with information on which meals will be required and for how many people.

Determine following information from base contact:

1. Dining hall schedule (Is there a particular time that the dining hall would like us there? Is there a time when we can come and not slow down their normal progress? If we can come at a slow time, then we can proceed quickly and not slow down our schedule.)
2. Prices of meals
3. Can we pay by one check at end of meal, day, or activity?
4. Location of dining hall
5. It is within walking distance from other facilities or will transportation be required

If we choose to cater our own meals, is there a room or facility available to serve?

Catering our own meals could mean buying complete meals, having meals prepared and brought in, or cooking or assembling meals on sight. This requires coordination with the facility on location for preparing/serving meals. In addition, it requires coordinating with a caterer or supplier for the food, time, etc.

Classroom

ATS needs one classroom that will hold all the participants, students and staff (typically about 75 people). Activity in the room is lectures. Tables are convenient for the students to take notes. White board and podium are convenient for the instructor. Microphone is normally not necessary for this activity. The classroom is needed for the entire course including Friday night.

Determine from base contact:

1. Is a classroom available, and of what size?
2. Is it available for the entire course?
3. What are the arrangements for keys, etc.?
4. Where is the classroom located?
5. What are the checkout procedures, if any?

Drill Area

ATS needs a Drill area that is concrete or asphalt, level, and free of moving cars. Normal schedule requires this area Saturday all day and Sunday until after graduation.

Determine from base contact:

1. Where is drill area?
2. Are there any restrictions?
3. Will we need to rope it off to keep vehicles out?

4. Is there anyone we need to contact to use it?

Additional Facilities

Determine with the assistance of the schedule and the commandant if any additional facilities will be needed and discuss these with the base contact.

Base contact

Determine from the base contact who you can contact during the activity and the phone number in case questions or problems arise? This could include any facility related problems including billeting, meals, charges, heat, air conditioning, etc. Also determine who to contact in case you have a medical emergency. Keep a copy of CAPR and AFR which covers care of CAP personnel at military hospitals in case of emergency.

Obtain, if possible, a phone number to give out to students and staff in case a problem arises with their arrival.

Publicity

Flyer : A flyer should be printed up with the basic information about the course, date, location, application deadline, and a name and number of someone to contact for further information. Mail flyers out so that they will be received at the units at least 1 month ahead of the application deadline. Flyers could be sent out to eligible cadets individually. (See Attachment)

Letter : A letter designed for an all-units mailing could be prepared and sent out in addition to the flyer. This could have additional information such as information about applying for staff, either senior or cadet. Time it so that letters go out two weeks ahead of the flyers, then the flyers could serve as a reminder.

Staff Appointment

Appointment of the staff, both cadet and senior, is the responsibility of the commandant. The project officer might be involved with this process from an application standpoint, as well as in making recommendations to the commandant. Supply copies of the program manual to the staff prior to the school.

Project Officer should supply to the instructors any visual aids which the school might have to assist with the presentation.

Supplies

Certificates: Need to have one per student and staff member in attendance, typed up with names. Better to have an additional supply in case of errors in typing. Certificates are printed on a parchment background. The certificates need to have students names printed or typed on them. It is a good idea to have these printed up before the activity due to the amount of time it takes. (See Attachment)

Guidons: As of this printing, guidons may be available with "ATS" and the Flight letters A - C. If so, these guidons remain with the school material. (i.e.,

they are not given out to the students or staff after the school.) If not, be prepared with other guidons and poles for use during the school.

Items requiring copying:

Schedules - one per staff member (15)

Rosters - one per staff member plus additional for administration (to include dining hall rosters, check-in roster, finance roster, etc.) (10)

MSA or participation memo- One per student and staff member (75)

Processing Applications

Applications will be submitted to the commandant or his designee. The Project Officer or administration officer needs to do the following:

Checks:

1. Write check #, amount, and signature on CAPF 31 before removing checks. This will help if questions come up.
2. Log checks noting who check was for, check number, signature, bank number and amount. The last part of this is set up to make it easier for the person making the bank deposit.

CAPF 31:

1. Inspect application for completion, including CAPSN, parent's signature, squadron commander's signature. If signatures are missing and the cadet will be accepted to the school, return the application to the cadet to get the appropriate signatures, or request a second CAPF 31 with signatures when the cadet arrives at the activity. NOTE: It is extremely important that any cadet attending the activity has the appropriate signatures on the CAPF 31. This is an insurance/ liability issue.
2. Screen applicants for eligibility. Prerequisite for ATS is grade of C/AMN or above. Accepting anyone below the grade of C/AMN is not recommended.
3. For cadets not accepted to the school, return application and the check if possible to the cadet. If checks have already been submitted for deposit, then process a refund, but send a letter anyway. Examples of letters to be used with the returns can be found in the example section. This return will serve as notice so that the cadet will not show up at the activity. Follow up with the cadet after the activity to make sure the refunds were received.
4. For cadets accepted to the school, prepare a data base from information on the CAPF 31. This data base can then be used to create rosters, MSA's, participation letters if required, and address labels for the acceptance letters.

Acceptance Letters

Acceptance letters are sent out to all accepted students, and cadet and senior staff participants. Include in the acceptance letter the date and location

of the activity, reporting date and time, reporting uniform, specific reporting location on base, expected dismissal time. Include in the letter a name and phone number to call for additional information. Also, if at all possible, include a phone number where you can be reached during the activity, especially on arrival night in case problems arise such as last minute cancellations, late arrivals, etc. Include additional reminders such as reminder to bring a sleeping bag. Include an equipment list and a map to the location as well as a base map if available. (See Attachment) Obtain a set of mailing labels from the roster, and mail out acceptance letters to arrive at least one week and preferably longer before the activity. Letters along with equipment lists and maps can be stapled together and folded without envelopes to speed up the process.

Finance

Check Deposits: Maintain accurate records of incoming checks and submit them for deposit. Keep a copy of the list of checks deposited.

Expenses: Receipts must be obtained for any expenses in connection with the school. If checks are written directly from a checking account, follow up with the receipts and the check number. Expenses should be itemized by type of expense (such as printing, stationery, meals, etc.) and the activity it is associated with (such as ATS). If reimbursement is to be made to someone, include the receipts, who the check should be made out to, and where the check should be sent. Follow up to make sure the information was received and the check was sent out.

Summary: Make a summary after the activity of what money was received, and what was spent in what general category.

Thank You Letters

Thank you letters should be written to the base contact and to anyone else connected with the facility who provided any special assistance. This is a very important part of the activity. We must remember that we are guests on the base or facility and anything we do or want is outside the normal day—today responsibility of the base. It is important to leave the facility with the feeling that we truly appreciated everything that was done on our behalf.

During the activity, 'be sure to get the name with the correct spelling of any individual for thank you letters. It is more effective to send a thank you letter to the individual's boss complementing the individual on their work for us. Get the name, grade, title and address of the boss for these letters.

A thank you letter sent out to staff members (from the Commandant) is also an appropriate follow-up.

Project Officer Checklist

- _____ Date Established
- _____ Desired location established
- _____ Commandant selected
- _____ Project Officer selected
- _____ Facility Request submitted
- _____ Flyer completed
- _____ Publicity letter completed
- _____ Flyer/letter mailed to all units
- _____ Facilities coordinated with base liaison
 - _____ Billeting
 - _____ Check-in procedure
 - _____ Meals (prices and schedule)
 - _____ Classroom
 - _____ Keys for classroom or access procedure set up
 - _____ Contact and phone number in case of problems
 - _____ Phone number for incoming calls from participants
- _____ Instructors/Senior Staff appointed (Commandant)
- _____ Cadet Staff appointed (Commandant)
- _____ Supplies ordered/located
- _____ Certificates printed
- _____ Applications received/processed
- _____ Rosters made
- _____ MSA's made
- _____ Rejected applications returned
- _____ Acceptance letters mailed
- _____ Finance completed
- _____ Checks for fees submitted for deposit
- _____ Receipts submitted for reimbursement
- _____ Activity finance summary
- _____ Thank you letters sent
- _____ Activity report submitted

ATS Timeline

Commandant Appointed	-90 days
Project Officer Appointed	-90 days
Facility Request.....	- 90 days
Establish Cost	- 80 days
Flyer printed	- 60 days
Flyer mailed.....	- 60 days
Staff Application Deadline	- 21 days
Appoint Staff.....	- 14 days
Order Certificates	- 14 days
Application Deadline	- 14 days
Go/No-Go Decision Date	- 10 days
MSA Requested	- 10 days
Acceptance Letters Mailed.....	- 10 days
MSA Completed	- 7 days
Participation Letter Completed.....	- 7 days
Activity	0
Thank You Letters.....	+ 14 days
Activity Report Completed.....	+1 21 days

STUDENT EQUIPMENT LIST

CAP Membership Card

Sleeping bag

Notebook, paper and pen/pencil

Flashlight

Shoe shine kit

Personal Hygiene Materials

Deodorant

Toothbrush/toothpaste

Soap

Towel

Shaving kit (male)

Shorts, Blue Athletic

Shoes, Athletic (tennis/running)

T-Shirt for PT

Uniforms

BDUs

Shirt

Trousers

Cover

Belt, blue, shade 1089 Buckle, black

Boots, combat, black

Socks, black, plain, no design

T-Shirt, crewneck, black

Blousing bands

Civilian or BDU Jacket

Service, Blue

Shirt/Overblouse, blue, short sleeves, shade 1550

Trousers/Slacks/Skirt, blue, shade 1549 or 1578

Buckle, silver, chrome-like finish

Cap, flight, blue, shade 1549

Shoes/Oxfords, black, smooth toe, laced

Black Socks/Nylons/Anklets

T-shirt, V-neck, white

Ribbons

Civilian or Blues Jacket

Manuals

AFMAN 36-2203 Drill & Ceremonies

CAPM 39-1 Uniform Manual

CAPM 50-1 Introduction to CAP

CAPP 151 Standards, Customs, & Courtesies

Leadership: 2000 and Beyond, volumes I & II

Iron

Spray starch/Fabric Finish

Sewing kit

Note: Items in *Italics* are optional.

AIRMAN TRAINING SCHOOL SCHEDULE
Camp Pendleton, 5 May 2002
FRIDAY

Times	Activity	Course Number	Uniform	Location
2000-2045	In-processing		BDU	B
2045-2100	Introduction to ATS	15000	BDU	DP
2100-2115	Inspection		BDU	DP
2115-2215	Uniforms	15800	BDU	C
2215-2230	Personal Time		PT	B
2230	Lights Out			
2245	Staff Meeting			C
2315	Staff Lights Out			

B = Barracks C = Classroom S = Seminar Rooms DP = Drill Pad MH = Mess Hall

AIRMAN TRAINING SCHOOL SCHEDULE

Camp Pendleton, 5 May 2002

SATURDAY

Times	Activity	Course Number	Uniform	Location
0515	Reveille			
0515-0530	Travel		PT	
0530-0615	PT		PT	DP
0615-0645	Personal Time		PT	B
0645-0715	Breakfast		BDUs	MH
0715-0730	Formation		BDUs	DP
0730-0830	Drill Lab 1	15400	BDUs	DP
0830-0930	Guidon Use	15401	BDUs	DP
0930-1030	Drill Lab 2	15402	BDUs	DP
1030-1130	Drill Terms	15403	BDUs	C
1130-1215	Lunch		BDUs	MH
1215-1315	Drill Lab 3	15404	BDUs	DP
1315-1415	Professionalism	16400	BDUs	C
1415-1515	Drill Lab 4	15405	BDUs	DP
1515-1615	Phase 2 (LL Lab Ch 2 and Ch 3)	15801	BDUs	C
1615-1715	Leadership Exercises	16001	BDUs	DP
1715-1815	Review Board Prep	16002	BDUs	C
1815-1900	Dinner			MH
1900-1930	Wing, Region, National Activities	20802	BDUs	S
1930-2100	Personal Study Time		BDUs	C/B
2100-2200	Personal Time		PT	B
2200	Lights Out			
2215	Staff Meeting		BDUs	C
2300	Staff Lights Out			

B = Barracks C = Classroom S = Seminar Rooms DP = Drill Pad MH = Mess Hall

AIRMAN TRAINING SCHOOL SCHEDULE

Camp Pendleton, 5 May 2002

SUNDAY

Times	Activity	Course Number	Uniform	Location
0600	Reveille			
0600-0615	Travel		PT	
0615-0700	CPFT		PT	DP
0700-0730	Personal Time		PT	B
0730-0800	Breakfast		Service w/Ribbons	MH
0800-0815	Formation		Service w/Ribbons	DP
0815-0915	Flight Training Activity		Service w/Ribbons	DP
0915-1015	Testing		Service w/Ribbons	C
1015-1045	Flight Training Activity		Service w/Ribbons	DP
1045-1115	Drill Competition		Service w/Ribbons	DP
1115-1130	Barracks Clean Up		Service w/Ribbons	B
1130-1200	Graduation Practice		Service w/Ribbons	DP
1200-1230	Critique/School Summary		Service w/Ribbons	C
1230-1300	Graduation Exercise		Service w/Ribbons	DP
1300-1330	Out-processing		Service w/Ribbons	B
1300	Staff Meeting			
1400	Dismiss			

B = Barracks C = Classroom S = Seminar Rooms DP = Drill Pad MH = Mess Hall

ATS -- Critique

Date:

	Bad	Fair	Average	Great	Excellent
1. How would you rate ATS as a school for Airmen?	1	2	3	4	5

WHY?

2. Quality of the classes (Leadership, Professionalism)?	1	2	3	4	5
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WHY?

3. Quality of the labs today (Drill Terms, Uniforms)?	1	2	3	4	5
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WHY?

4. Quality of the drill time?	1	2	3	4	5
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WHY?

5. Quality of the flight time today?	1	2	3	4	5
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WHY?

6. Performance of the staff?	1	2	3	4	5
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WHY?

7. Suggestions for improvement (list 3):

Other Comments :

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