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CALIFORNIA WING,  
CIVIL AIR PATROL**

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***Cadet Program***

***ENCAMPMENT TRAINING MANUAL***

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This manual implements the cadet encampment program in California Wing, Civil Air Patrol. It establishes procedures and responsibilities for members of the wing involved in planning, supervising, and participating as a leader at a California Wing encampment. It applies to all members of the Civil Air Patrol or non-member military participants unless superseded by regulation from higher headquarters.

***SUMMARY OF REVISIONS***

**This document has been revised for clarity, to correct factual errors and to conform to current USAF formatting.**

***Chapter 4 Training***

Paragraph 4.2.3. Stress. Arousal theory has been correctly attributed to Yerkes-Dodson.  
Figure 4.1. Has been correctly attributed to Yerkes-Dodson.

***Chapter 9 Inspection Program***

This chapter has been revised to maintain internal consistency.

***Chapter 14 Formations and Ceremonies***

This chapter has been revised to include parade sequence and to clarify sections of the USAF *Drill and Ceremonies Manual*.

***Chapter 15 Health and Safety***

The symptom and remedy section has been removed in favor of providing a “stand-alone” first aid reference.

*Chapter 17 The Tactical Officer*

Chapters 17 and 18 from the 1 July 1999 version have been combined.

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## Chapter 1

### INTRODUCTION

**1.1. Purpose of Encampment.** “CAP encampments are designed to provide CAP members an opportunity 1) to apply knowledge gained in the cadet and senior programs to practical situations, 2) to develop a greater understanding of the CAP mission and CAP capabilities, and 3) to develop their potential for aerospace leadership in an actual aerospace environment.” CAP Manual 52-16.

**1.2. Utility of Encampment in California Wing.** The goal of the encampment program in California Wing is:

- 1.2.1. to standardize basic cadet training within the state;
- 1.2.2. to develop skills in interpersonal relations;
- 1.2.3. to develop skills in time management, counseling, and teaching by the cadet staff;
- 1.2.4. to instill group cooperation and teamwork;
- 1.2.5. to instill a sense of discipline in the Cadet Corps of California Wing;
- 1.2.6. and to challenge each cadet to accomplish tasks and insure that they succeed.

**1.3. Authority.** Encampments are held in California Wing at the direction of the Wing Commander. The Wing Director of Cadet Programs is usually delegated the task of appointing an Encampment Commander. The Encampment Commander is charged with executing the encampment program. Through the authority of the Encampment Commander, the Commander of the Cadet Training Group is appointed for a one year term. In addition to this manual, Encampment Standard Operating Procedures and supplements and CAP Manual 52-16, govern the conduct of the California Wing Encampment.

**1.4. History, Civil Air Patrol Encampments.** The Civil Air Patrol Encampment program traces its lineage to the basic training concepts of the United States Army. Prior to World War II, the common practice was for soldiers to join their unit of assignment and receive initial training there. During World War II, training for Army personnel was consolidated into numerous training units for “Basic Training.” The training was somewhat similar to the type of training given West Point Cadets, although with the program changed to suit enlisted soldiers. At the conclusion of this training, soldiers were assigned to units.

1.4.1. Another contributor to the encampment program was the “Aviation Cadet” program. This system selected candidates for flight training. Since the majority of pilots in the U.S. Army Air Corps (after September 1941 the U.S. Army Air Forces) were commissioned officers, military training was also needed. Flight training in the Aviation Cadet program frequently took advantage of the availability of civilian flight instructors. To assist with military training, active duty officers were assigned to training centers. Frequently, these officers had themselves only recently been commissioned. Their duty was to teach customs and courtesies, drill and ceremonies and other military skills, including military tactics. This concept had originally been used at West Point, which had assigned officers to teach cadets.

Both at West Point and in the Aviation Cadet program, these officers were known as "Tactical Officers." This title has been retained in the CAP encampment program, even though the USAF no longer uses the title.

1.4.2. The military training programs now used by the U.S. Army, Navy, Air Force and Marine Corps is still very similar to the type of training given during the 1940's and 1950's, with obvious changes in the areas of technical skills. Training philosophies have changed, with more emphasis on preparing trainees to be able to acquire future skills and less emphasis on strict discipline for the pure sake of discipline. Military training given to Reserve Officer Training Corps cadets and at Officer Candidate School evolved from the same background, with added emphasis on leadership development.

1.4.3. During the 1950's, CAP encampments were the highlight of a cadet's training experience. Encampments were typically 2 weeks long and frequently away from the cadet's home state (USAF military airlift was used to transport CAP personnel). Housing, mess and training facilities were abundant, since many of the WWII facilities were still being used by the Air Force. The grades of Cadet Lieutenant Colonel and Cadet Colonel were reserved for use at encampment. Completion of encampment was a prerequisite to earning the Certificate of Proficiency (COP). When the Certificate of Proficiency was renamed to the "General Billy Mitchell Award" in 1965, encampment completion was retained as a prerequisite. In the 1960's and 1970's, encampment training was modified, partially to suit the increased number of teenagers with summer jobs and also to adapt to changing Air Force training needs. The Vietnam War was occupying the attention of the Air Force, while World War II facilities were being eliminated. The encampment program of today manages to encompass realistic training goals in a well-organized, compressed time frame. Encampments may be held on military facilities of any service, not exclusively Air Force bases.

**1.5. History, The Cadet Training Group.** California Wing Encampments were typical of those held around the country during the 1950's and early 1960's. With a high cadet population, however, California encampments tended to be fairly large. Multiple encampments were held each year in California in order to accommodate all who wished to attend. A general problem with multiple encampments was a lack of standardization in training.

1.5.1. The 1965 encampment at Norton AFB was often held up to be the example of what the encampment program was trying to accomplish. That encampment was structured as a Cadet Wing. Two encampments were held in 1966, at Eielson AFB, Alaska and Maxwell AFB Alabama. The 1967 Eielson AFB encampment was cut short due to a devastating flood in the Anchorage area. CAP personnel were called upon to assist with disaster relief and were commended for their contributions. Every person attending received credit for encampment completion despite the shortened training schedule. In 1968, the Air Force, for the first time, notified California Wing that it could not support an Air Force encampment. There was neither room available at California bases, nor was there airlift available to go to other bases. Two type "B" encampments were held, with low participation. In 1969, the U.S. Army made Camp Roberts, near Paso Robles, available. This encampment was the last California Wing encampment to use a Cadet Wing as the command structure, with two

subordinate Groups. The Groups were named after the main components of that summer's lunar landing, Eagle Group and Columbia Group.

1.5.2. In 1973, the Vietnam War ended, the Air Force was again able to support a California Wing encampment and Vandenberg AFB, near Lompoc was made available. A Cadet Group with two Squadrons was organized. In 1974, Vandenberg AFB was used again. The Vandenberg facility was considered to be ideal, since the location, weather and activities all suited the training needs. Additionally, Air Force ROTC had a permanent facility there, with barracks, administration headquarters and dining hall, along with drill field and recreational facilities.

1.5.3. In 1975, recognizing the need for continuity in the encampment program, Captain Christopher N. Reichow, California Wing Director of Cadet Programs, was authorized to implement the "California Wing Cadet Training Group" (CTG). This simple concept provided for continuity in command from encampment to encampment. Only cadets could belong to the CTG. Instead of re-using squadron numbers from year to year, each squadron would be activated at the start of encampment and then deactivated at the conclusion. The first commander of the CTG was Cadet Lieutenant Colonel Scott E. Bartel. Since 1975, California Wing encampments have continued with the sequential numbering of Cadet Training Squadrons.

## Chapter 2

### ORGANIZATION

**2.1. General.** The Cadet Training Group (CTG) is organized as a group with two or more subordinate cadet training squadrons. These squadrons in turn have subordinate cadet training flights. All cadet members at encampment are assigned to the Cadet Training Group. Positions may be modified or added to by the Cadet Training Group commander, with the approval of the Encampment Commander.

**2.2. Selection of Cadet Flight Positions.** Within each flight, the Flight Commander, with concurrence of the Tactical Officer, shall appoint cadets to the following flight level positions: Guide, Element Leaders, and Assistant Element Leaders. Cadets will be appointed to these positions in recognition of their performance in all encampment activities. Flight commanders are encouraged to take advantage of these positions carefully in training their flights.

**2.3. Cadet Position Descriptions.** The following are position descriptions for staff members of the Cadet Training Group. These descriptions are not intended to limit or restrict action. They are merely presented to give general direction and background for each cadet staff position.

**2.3.1. Cadet Training Group Commander.** Leads the CTG in the implementation and conduct of the encampment program as conducted by California Wing. He/she is responsible to the Director of Cadet Programs or his designated representative for the overall encampment program. The Commandant of Cadets is the senior advisor to the Group Commander regarding specific encampments.

#### 2.3.1.1. Objectives:

- Leads the officers of the CTG, to insure proper implementation of the encampment program.
- The maintenance and consistency of training standards throughout the wing encampment program.
- Serve as a role model and example for all the members of the Cadet Training Group.
- Provides counseling services when appropriate.
- Provide an appropriate forum for feedback and criticism of the encampment program.
- Fostering cohesiveness, teamwork and unity of purpose within the unit.

#### 2.3.1.2. Examples of tasks:

- In consultation with appropriate senior staff, the selection of the Cadet Deputy Commander and the Cadet Executive Officer.
- Assists in the selection of qualified senior cadets for service at the group staff level.
- Approval of the Cadet SOP and it's supplement(s) for each encampment.
- Conducts the group inspection at all California Wing encampments.

- In consultation with appropriate senior staff, supervises the creation and content of the encampment schedule.

**2.3.2. Cadet Deputy Group Commander.** The Deputy Commander is primarily responsible for coordinating, controlling and directing the training activities of the Cadet Training Group. The Deputy Commander is directly responsible to the Group Commander for the training and performance of all line personnel at the encampment. Note: Authorized at group level encampment only.

2.3.2.1. Objectives:

- Leads the training of all the “line” personnel at the encampment.
- Direct supervision and evaluation of the performance of the Cadet Squadron Commanders. (Group Level encampments only.)
- Adherence to the established cadet training schedule.
- Compliance with the established encampment academic, physical fitness and training program.

2.3.2.2. Examples of Tasks:

- Reviewing the schedule with the Squadron Commanders each evening for the following day.
- Conducts the Group Training Meeting (GTM) and discusses training progress, the schedule or particular problems within the squadrons.
- Monitors exams, physical fitness, and training events in order to define the level of effectiveness of training. Advises Squadron Commanders on areas needing repair.

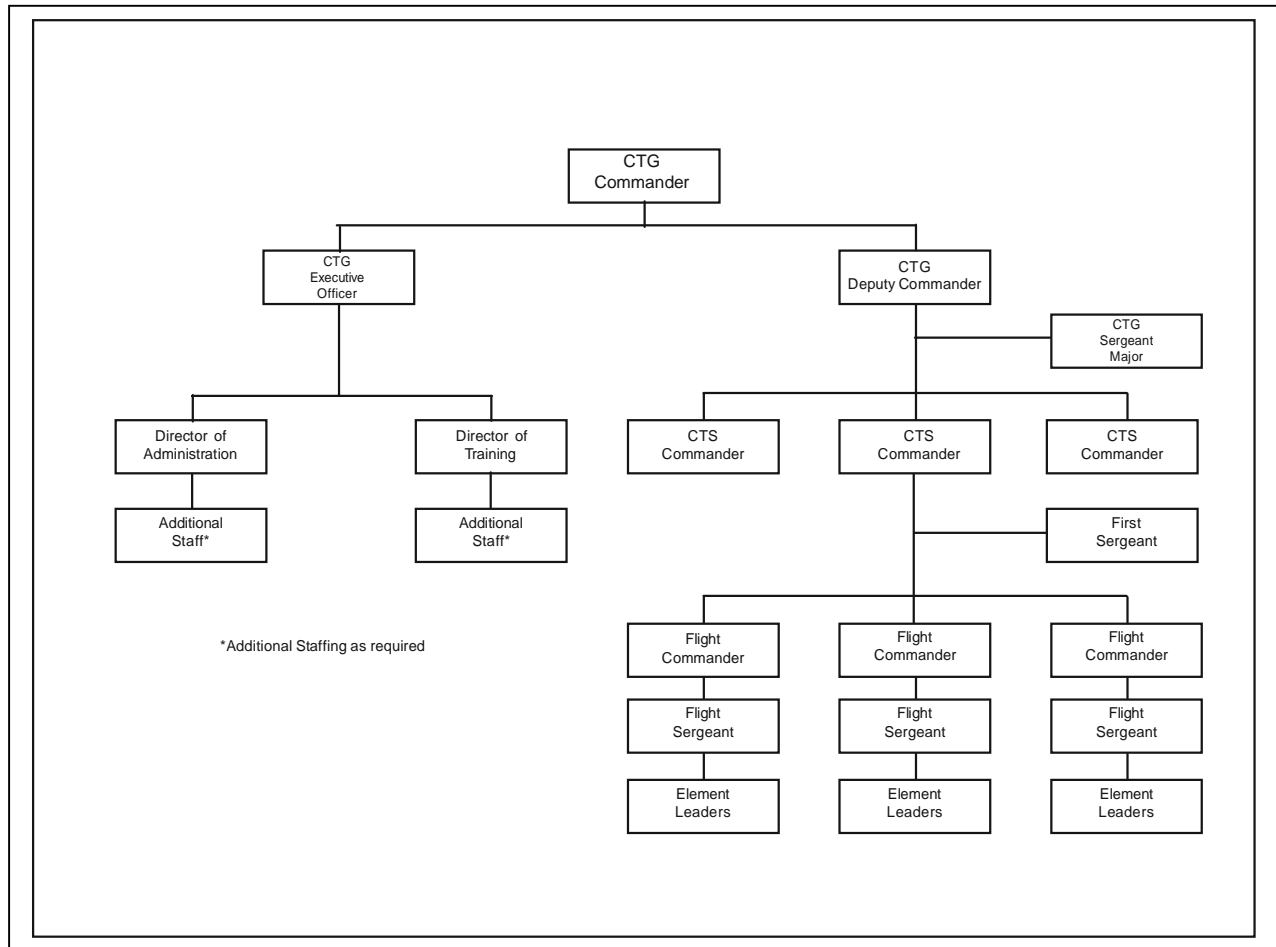
**2.3.3. Cadet Executive Officer.** The Executive Officer is primarily responsible for coordinating, controlling and directing the support activities of the Cadet Training Group. The Executive Officer is directly responsible to the Group Commander.

2.3.3.1. Objectives:

- Leads the “support” personnel at the encampment.
- Direct supervision and evaluation of the performance of the Cadet Officers working in a support role.
- Adherence to the established cadet training schedule.
- Compliance with the established encampment logistic, administrative and training program.

2.3.3.2. Examples of Tasks:

- Oversees the generation of the CTG Personnel Authorization.
- Conducts personnel evaluations providing feedback of performance.
- Assists in the selection of support personnel.
- Supervises and approves production of the encampment newsletter.



**Figure 2.1. Organization of the Cadet Training Group**

**2.3.4. Cadet Training Squadron Commander.** Leads the squadron in the implementation of the encampment program within the Cadet Training Squadron. This includes academic, physical fitness and general training objectives. (NOTE: Cadet Commanders (CTS) at squadron level size encampments will be responsible for tasks outlined in Group Commander description.

2.3.4.1. Objectives:

- Evaluates the effectiveness of the training within the Cadet Training Squadron and through guidance and direction of the flight staff and makes appropriate adjustments.
- Coordinates necessary logistical and administrative support for the Squadron.
- Plans the activities of the CTS in accordance with established Group training requirements.
- Fosters cohesiveness, teamwork and unity of purpose within the unit.

#### 2.3.4.2. Examples of Tasks:

- Leads Squadron Training Meetings (STM) each night in order to review and evaluate the effectiveness of the training.
- Participates in the selection and recognition of outstanding personnel at the Squadron level (Squadron Honor Cadet etc.)
- Evaluates the performance of the Flight Commanders.
- Evaluates the performance of the flights in order to establish level-of-training within the squadron.
- Conducts the Squadron Inspections.
- Counsels with the Flight Commanders to assist them in organizing and preparing their Flight's implementation of the encampment training program.
- Provides leadership and guidance to the Flight Commanders to insure a coordinated effort between flights under his/her command.

**2.3.5. Cadet Flight Commander** Leads the flight in the implementation of the encampment program to the basic cadets within the flight and his/her flight staff. The Flight Commander reports directly to the Squadron Commander.

#### 2.3.5.1. Objectives:

- Fostering cohesiveness, teamwork and unity of purpose within the unit.
- The proper completion of all flight-level classes and instruction given during the encampment. Proper completion requires that the training not only be heard, but demonstrated as well.
- Familiarization of the flight members with all rules and procedures as outlined by the Cadet Standard Operating Procedure (SOP).
- Measurable proficiency of all drill movements and procedures, insuring successful execution of drill competition and formation/ceremony formalities.
- Adherence to all required customs and courtesies by the basic cadets and flight staff under his direction.

#### 2.3.5.2. Examples of Tasks:

- Completion of the Cadet Workbooks in satisfaction of the academic requirements.
- Constant training and review of memory work.
- Personally conduct instruction on the proper method of folding/rolling of the T-shirt. Follow-up attempts are solidified with reinforcement.
- Instruction of flight members on the proper execution of reporting procedure.
- Practicing the drill competition command sequence with the flight on a regular basis.

**2.3.6. Sergeant Major.** Leads the cadet noncommissioned officers of the Cadet Training Group and ensures that they are thoroughly familiar with their duties and responsibilities. Notes: Authorized at group level encampment only. Addressed as "Sergeant Major."

#### 2.3.6.1. Objectives:

- The Sergeant Major must maintain and reinforce the finest ideals and performance of the NCO.
- The successful completion of the encampment physical fitness program.
- Provide feedback to the Group Staff regarding the effectiveness of the NCOs of the CTG.
- Provide feedback and counsel to the Squadron First Sergeants regarding their effectiveness and performance as NCOs.
- Relieve the Group Staff of any routine administrative or informational tasks.

#### 2.3.6.2. Examples of Tasks:

- Personally supervises the execution of the Physical Training Program.
- Reinforce the image and performance of the NCO during all mealtimes.
- Takes notes during all Group Inspections.
- Organizes the CTG Volleyball Competition.
- Serves as Chief judge during the CTG Volleyball Competition.
- Perform with flawless execution all formation/ceremony duties.

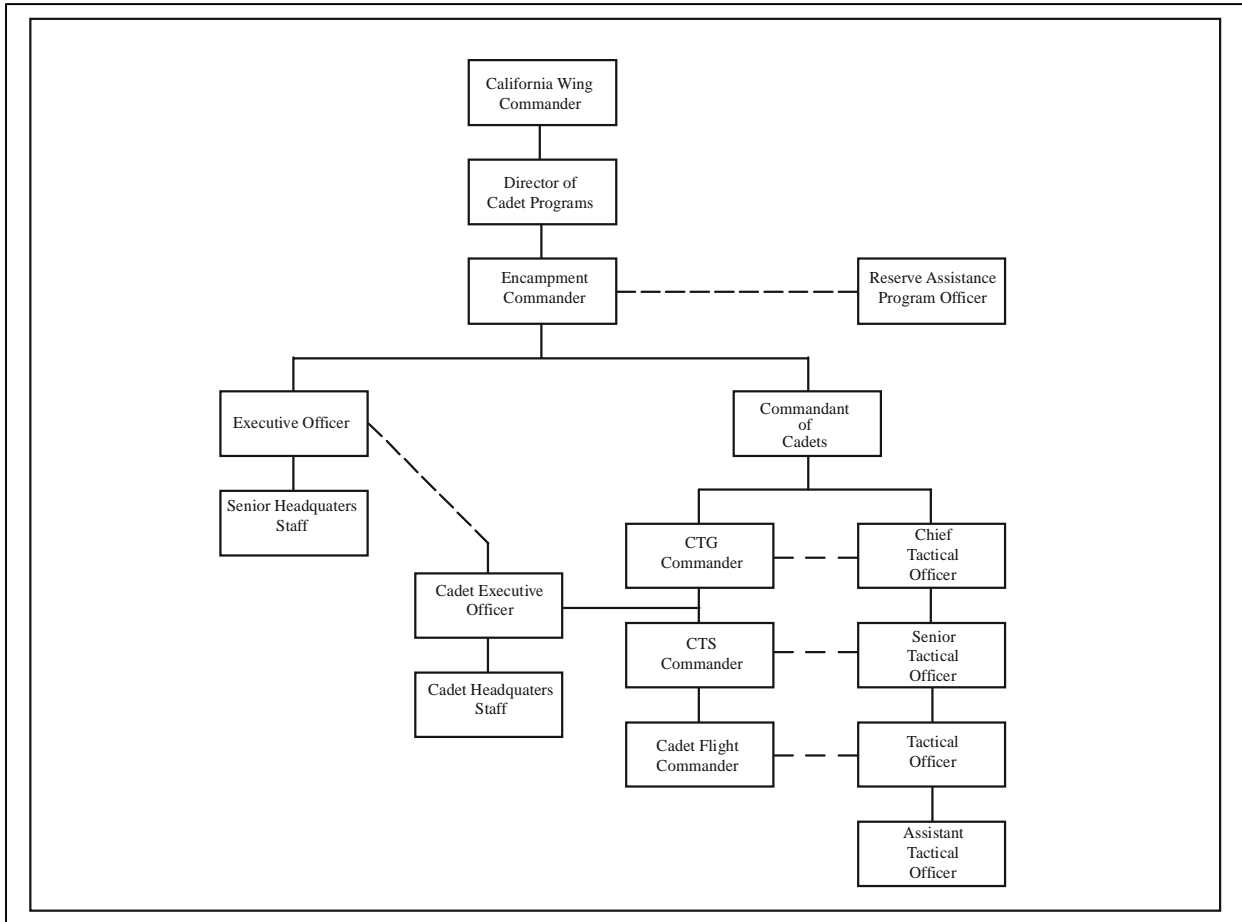
**2.3.7. Cadet First Sergeant.** (addressed as Sergeant) Leads the noncommissioned officers of the CTS and ensures that they are familiar with their duties and responsibilities. The Cadet First Sergeant reports to the Squadron Commander and receives advice and instruction from the Cadet Sergeant Major.

#### 2.3.7.1. Objectives:

- The First Sergeant must maintain and reinforce the ideals and performance of the NCO.
- The successful implementation of the Cadet Training Squadron physical fitness program.
- Provide feedback to the Squadron Commander regarding the effectiveness of the NCOs of the CTS.
- Provide feedback and counsel to the Flight Sergeants regarding their effectiveness and performance as NCOs.
- Relieve the Squadron Commander of any routine administrative or informational tasks.

#### 2.3.7.2. Examples of Tasks:

- Personally execute the squadron's morning PT routine.
- Reinforce the image and performance of the NCO at all times.
- Accompany the Squadron Commander on the Squadron Inspection.
- Serve as chief judge during the squadron volleyball competition.
- Perform with flawless execution all formation/ceremony duties.
- Forward to all Flight Commanders schedule changes for acknowledgment.
- Assist in the training of the Flight Sergeants.



**Figure 2.2. The Cadet Training Group in the California Wing.**

**2.3.8. Cadet Flight Sergeant.** The Flight Sergeant is directly responsible for the personal implementation of the encampment training program. The Flight Sergeant reports to the Flight Commander and also receives advice and instruction from the First Sergeant and the Sergeant Major.

2.3.8.1. Objectives:

- Implementation of the flight-level academic, physical fitness and training programs.
- Instruction and reinforcement of the Cadet Standard Operating Procedures.
- Satisfaction of the daily training goals and objectives established by the Flight Commander.

2.3.8.2. Examples of Tasks:

- Drill instruction.
- Constant reinforcement of the immediate task at hand.
- Constant quizzing of the flight members on their assigned memory work.
- Practice of drill and ceremonies.
- Enforcement of customs and courtesies.

**2.3.9. Element Leader.** The Element Leader is responsible for the supervision of the members of his/her element. The Element Leader reports directly to the Flight Sergeant. The Element Leader is selected from the membership of the flight.

2.3.9.1. Objectives:

- To implement whatever assignments or tasks the Flight Sergeant delegates to the Element Leader.
- To provide additional assistance and instruction to the members of the element having difficulty.
- Contribute personally to the motivation, teamwork and esprit de corps within the element.
- To develop leadership skills among the more advanced basic cadets

2.3.9.2. Examples of Tasks:

- After instruction, providing an element member with firsthand demonstration of how to make a rack.
- Quizzing the members of the element on memory work.
- Coordinating the barracks routine so as to maximize effectiveness.

**2.4. Senior Staff Position Descriptions.** These job descriptions are in addition to those outlined in CAP Manual 52-16.

**2.4.1. Tactical Officer.** Tactical Officers are assigned to each flight at an encampment. Tactical officers are selected from qualified applicants by the commandant of cadets or chief tactical officer. The Tactical Officer or Assistant Tactical Officer shall accompany the flight at all times. Responsible for: (1) Safety, health and well-being of the cadets. (2) Training, guidance and assistance to the flight staff. (3) Ensuring that the encampment training program is progressing in a satisfactory manner. (4) Training and evaluating assistant tactical officers.

**2.4.2. Assistant Tactical Officer.** Assistant tactical officers may assigned to flights at an encampment. As with the tactical officers, the assistant tactical officers are selected by the commandant of cadets or chief tactical officer from qualified applicants with the approval of the encampment commander. The assistant tactical officer position is often considered a training position. The positions of tactical officer and assistant tactical officer are very demanding, assistant tactical officers are important in lightening the load and lessening fatigue for both parties. The assistant tactical officer is responsible to the tactical officer. Assistant Tactical Officers are assist the tactical officer in: (1) Safety, health and well-being of the cadets. (2) Training, guidance and assistance to the flight staff. (3) Ensuring that the encampment training program is progressing in a satisfactory manner.

**2.4.3. Senior Tactical Officer.** At large encampments one of the more experienced tactical officers may be selected from each Cadet Training Squadron to serve as Senior Tactical

Officer. In addition to his responsibilities as a tactical officer, the Senior Tactical Officer provides guidance and assistance to the squadron commander and first sergeant. He also serves as a communications channel between the chief tactical officer or commandant and the tactical officers in that squadron.

**2.4.4. Chief Tactical Officer.** At large encampments an individual with extensive tactical officer experience may be selected by the commandant to supervise the tactical staff. His duties include recruiting, selection, training and evaluating tactical officers and assistant tactical officers. The Chief Tactical Officer may be delegated the task of conducting the daily tactical officers meeting.

**2.4.5. Commandant of Cadets.** The CAP encampment commandant of cadets implements, controls, and evaluates training activities for cadets. Responsible for:

- Implementation of the encampment curriculum prescribed by National Headquarters and California Wing.
- Facilitates the selection of the cadet staff.
- Preparation of standing operating instructions to accomplish cadet training.
- Organizing cadet activities not prescribed by National Headquarters.

**2.4.6. Executive Officer.** The executive officer assists the commander in the administration of the encampment. The executive officer relieves the commander of supervisory details and performs duties assigned by the commander. The principal responsibilities of the executive officer are: The proper administration of the encampment and it's personnel to include supervision of: Personnel Authorizations, Military Support Authorizations, and other administrative requirements. The efficient operation of the encampment, to include supervision of: communications, transportation, tours, and military sponsored activities, and other operational responsibilities deemed necessary by the commander. In consultation with the Cadet Group Commander, selection of the Cadet Executive Officer for the encampment.

**2.4.7. Encampment Commander.** The CAP encampment commander leads the overall administration, operation, and training program of the encampment. In addition, responsibility for the actions of all CAP personnel attending the encampment and their compliance with both CAP directives and instructions issued by the installation are the encampment commanders'. Responsible for:

- Selection of key senior member staff.
- Coordinating administrative and operational matters with appropriate installation authorities prior to, during the operation of, and at the close of the encampment.
- Supervision of the preparation of the encampment training schedule.
- Completing encampment reports described in CAPR 52-16 at the close of the encampment
- If, during the encampment, neither the Wing Liaison Officer nor Wing Reserve Assistance Coordinator are available, the commander will effect direct coordination with the base liaison officer regarding all encampment requirements.

## Chapter 3

### THE ENCAMPMENT MODEL

**3.1. Introduction.** The title of this chapter may be a little confusing. As you read this, you may be asking what models have to do with encampments, and why are we worried about it anyway? Probably the best example we can give is “George.” George was the anatomical model in a seventh grade biology class. Every time there was a question relating to human anatomy, George would “spill his guts.” George was there so that we could see how things worked inside the human body... without the necessity of sacrificing one of our classmates. He was easy to take apart (and for some, to put back together), was slightly larger than life, and had all of his parts conveniently labeled. He made it simpler for students to see what the parts were, and how they related to each other. To help with understanding how encampment works, we have built a model. Like George, the model is just a representation of what encampment is about: it defines terms, identifies the various parts, and shows how they relate to each other. The encampment model is a tool to study encampment, to find out how it works, and help you to be comfortable with it.

3.1.1. Our encampment model has objectives, phases and a training plan instead of bones, a thyroid, and a brain. Like bones, objectives give structure and support to the body; they support encampment by giving us direction and telling us where we’re going and what we need to do. The thyroid gland regulates growth and development in the body, just as our phases regulate or pace our training program. The training program includes the material we teach at encampment. This program is really the “brains,” containing the body of encampment knowledge. To carry the comparison almost too far, understanding the various “organs” of our encampment model and their relationships is necessary if we are to operate as competent professionals at the encampment.

**3.2. Objectives.** “It’s pretty difficult to know that you’ve reached your destination if you have no idea where you’re going.” Probably nobody will argue with this sentence; it’s just common sense. That being the case, it’s important that the staff at an encampment have an idea of our encampment destination. A statement of destination is often called a “goal,” or “objective.” Statements about how to get there are called “strategies.” Before we can begin to establish and understand objectives for encampment — that is, to agree on where we’re all headed as the Cadet Training Group, it’s probably worthwhile to have a short discussion on what objectives are, and how to build them.

3.2.1. One way of defining our objective is to examine what it is we do during our training. Another way of looking at this idea is to define the results of our training. The difference is an important one. If we look at what we do during encampment, we might ask, “Did we follow all the steps? Have we covered all the bases? Did I teach the class? Did I inspect the barracks?” If we look at the results, we might ask a different set of questions. “Did the cadets get their workbooks completed correctly? Can the flight execute a column maneuver correctly? Can they make a rack correctly?” One kind of objective focuses on what the staff is supposed to do; the other on the skills and knowledge the cadets take with them from

encampment. Since the most important part of encampment is what the basic cadet accomplishes, let's develop our objectives according to the second idea.

3.2.2. Notice that when we asked ourselves questions about the cadets' accomplishments, we asked about things that the cadets could *do* as a result of their participation in training. Our objectives should be phrased in the form of a statement that tells what a cadet can do (or do better) as a result of training. This statement should describe something that we can see, and if possible, measure (so that we know how much learning took place). Words like "describe, demonstrate, perform, make and recite," should be used rather than words like "know, learn, be aware of or be familiar with." (e.g. how do we know if a cadet "is familiar with the SOP"? We ask her questions about specific points, and she answers them. The objective then should include "be able to answer questions about") Psychologists and teachers call this kind of objective a "behavioral objective", because it describes an observable, measurable behavior we would like the individual to be able to do as a result of training.

3.2.3. As you will see, it is not always possible to define an objective that describes the particular result that we are trying to achieve. For example, if our training mission were "to have the cadets memorize the multiplication tables," a reasonable objective might be: "At the end of training, the cadets will be able to multiply any two single digit numbers, arriving at the correct product." This is a clear, complete statement of what we expect the cadets to be able to do, (multiply any two single digit numbers) that includes a measurement (arriving at the correct product.) But what is a good behavioral objective for the training goal: "To develop esprit de corps in the flight, develop a sense of flight identity, and flight interdependence"? You can see it is difficult to define the behavior "interdependence," or "esprit de corps." We have difficulty in watching people do "esprit de corps!" We know when they have it because we have learned that people in a group with "esprit" will behave in certain ways. They will help one another voluntarily, they will take responsibility for the group as well as themselves, they will spontaneously begin to make noise (jodies, etc.) in the barracks. We may not be able to observe "esprit de corps" as a behavior, but there are things that we can watch people do that will tell us they have it. These are called "indicator behaviors." Indicator behaviors are behaviors that we can observe, and that we have learned through experience demonstrate that an individual has achieved a certain behavioral objective.

3.2.4. It should be clear now that objectives are important because they tell us what we need to accomplish and they give us an idea of how to tell if it has been accomplished. At encampment, objectives define the behaviors we expect from cadets as a result of our training program. They help us to set strategies and to make all of the day-to-day decisions necessary in carrying out our training mission.

3.2.5. However, encampment provides a challenge in defining our objectives. It seems that there are countless opinions about what encampment is for, what training is most important, what should be taught when, and so on. The reason for this is that training at encampment occurs on many levels, and with different objectives. Rather than trying to provide an exhaustive list of objectives, it might be more productive to describe categories of objectives at encampment. Defining objectives and then implementing strategies to accomplish them is

what your job as a staff member at encampment is all about. Let's begin to build our model (or establish a reference for decision making) by looking at the kinds of objectives at encampment.

**3.2.5.1. Encampment Skills.** The first category of objectives relates to those things we expect cadets to be able to do to succeed in the encampment environment. We provide a detailed set of behaviors (things to do) for cadets in the Basic Cadet Standard Operating Procedure (SOP). The SOP, along with the *Cadet Program Management Manual* (CAPR 52-16), the *Uniform Manual* (CAPM 39-1), and the *Drill & Ceremonies Manual* (AFMAN 36-2203) provides the specific information about what we expect a cadet to do and how it is to be done. While many of these objectives relate to a cadet's training at his home unit, some are unique to encampment. For example, objectives in this category will relate to: (1) Performance of drill and ceremonies precisely in accordance with definitions and procedures outlined in AFMAN 36-2203 and the encampment SOP. (2) Maintaining individual quarters and gear in accordance with the encampment SOP. (3) Behaving with proper decorum in accordance with the SOP in the dining hall. (4) Wearing the CAP uniform in accordance with CAPM 39-1. (5) Participating in encampment activities on time and in proper uniform. (6) Attending academic classes at the encampment. (7) Being able to demonstrate knowledge of the material presented in classes. The list above is intended to give you an idea of what behaviors and objectives fall into this category, not to limit your thinking or ideas about the category.

3.2.5.1.1. Please note that behaviors relating to the Encampment Skills objectives can be easily observed and measured and that this evaluation can take place during the encampment itself. As an example, standing at the position of attention is very clearly defined in AFMAN 36-2203 and any staff member (or other cadet for that matter), can observe someone standing at attention and criticize his performance against the published standard. One of the individual skills we are trying to teach is "attention to detail." Again an example: the cadet is expected to arrange his personal equipment according to the encampment SOP. While the concept of "attention to detail" may be difficult to observe or measure, we can easily and objectively measure the results of his effort at maintaining his equipment according to the published standard. This "indicator behavior" (careful arrangement of equipment in drawers, buttons all fastened, hangars equally spaced, etc.) tells us how well the cadet has achieved the objective of paying "attention to detail." Perhaps encampment skills can best be defined as those behaviors that define the daily individual routine of the cadet at encampment.

**3.2.5.2. Flight Objectives.** This category includes behaviors having to do with the flight as a group of individuals who relate to, respect, and depend on one another. Esprit de corps, teamwork, loyalty to the group, and inter-dependence are all examples of behavioral objectives in this category. It's easy to set flight objectives and then assume that they are being met at encampment. It's more difficult to measure and assess their achievement objectively. As there is no standard scale for "teamwork" or "group interdependence," we have to rely on indicator behaviors to help make evaluations about how well the members of the flight are doing at forming a good, cooperative group. We

mentioned some examples of these behaviors above when the topic of indicator behaviors was introduced: voluntary or spontaneous cooperation during FTA time, and even spontaneous singing while drilling. Flight training staff members will want to look for indicators of pride, high morale, and respect between members of the flight in assessing flight objectives. The important thing to know about flight objectives and their indicator behaviors is that the identity of the group must come from within the flight itself as a result of the individual cadets' experience in our training program. The point here is that these objectives cannot be "forced" by the flight training staff. The objectives will be met as a result of the cadets' feelings of accomplishment and pride in their flight as they become more proficient and are recognized for their achievement.

**3.2.5.3. Personal Objectives.** The last category of objectives we will consider is probably the most important. Personal objectives are those personal skills and techniques a person acquires at the encampment that contribute toward his or her own development. Included in this list would be self-confidence, self-reliance, and a better self-image. These are the most important because achieving these objectives makes a contribution to the person himself and offers something of value that the cadet can not only "take home" from encampment, but from CAP as well. Encampment offers a unique opportunity for meeting a challenge and growing personally. Creating a safe environment that demands a great deal of effort from the cadets, where they have the support of the staff and their peers, and where there is a high probability of achieving success, is our job in helping cadets meet their personal objectives at encampment.

**3.2.5.3.1.** Assessing and measuring achievement of personal objectives is a job that is really beyond what we can do at encampment. Real, valid measures of an individual's personal growth is a job for professionals. What we can do is to be alert to the behaviors of the cadets in the flights. We need to look for indications of attitude. Think about how we expect a cadet with a good attitude to behave at encampment. We expect cadets to try very hard to succeed; we expect them to be courteous and carry themselves with good military bearing. As time goes on, we expect them to be happy in their flights; we expect enthusiasm. These indications of good attitude mean that we have built an environment that will help the cadets "grow in themselves," achieving their personal objectives. Where we don't see indications of a positive attitude, serious attention needs to be given to the training methods or program in the flight, or perhaps for the individual affected.

**3.3. Program of Instruction.** The training program at encampment includes material in three different areas: Academics, Encampment Skills Instruction, and Personal Development and Counseling. Most of the objectives we can define for encampment will be based on material found in the training program. The job of the flight training staff is to set their own specific objectives as to how and when the material in the training program will be presented to their flight. The training program defines what we need to do— setting objectives describes how we are going to do it.

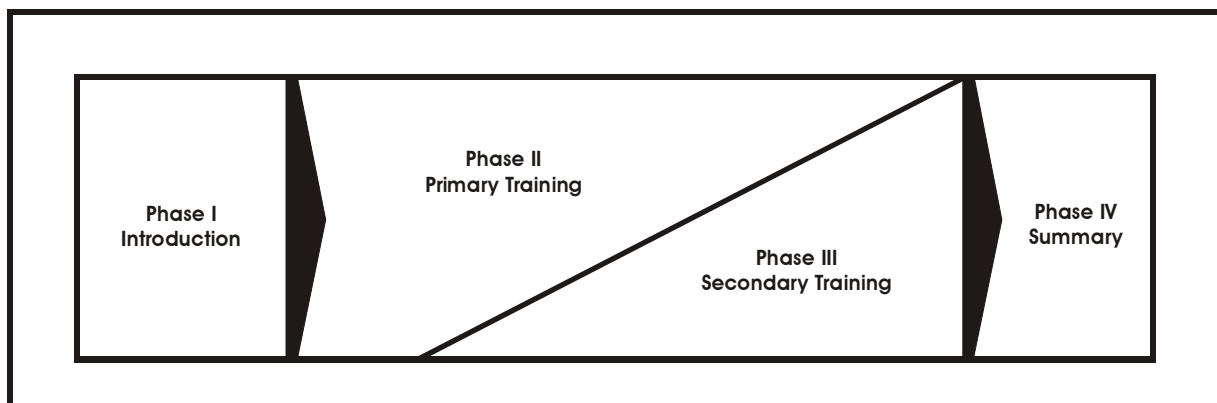
**3.3.1. Academics.** These include most formal (classroom) material presented to the basic cadets as required by CAPR 52-16. This would include material on the CAP-USAF Relationship, the functions of an Air Force Base, (i.e. tours, briefings, and orientations by

host base personnel), the CAP Emergency Services mission, etc. Most of this material in will be presented by lecture, seminar, or where appropriate briefing/tour. Basic cadets are evaluated on this material through written and oral tests.

**3.3.2. Encampment Skills Instruction.** These are skills that are closely related to the Encampment Objectives we talked about in the previous section. The primary sources for this material are encampment Standard Operating Procedures and AFMAN 36-2203. This area includes both formal instruction and practice. Evaluation in this area will be accomplished through written and oral quizzes, “spot checks” and inspections.

**3.3.3. Personal Development and Counseling.** These are areas of the encampment training program devoted to the individual cadet, his character, and maturation. Included in this area are seminars on Attitude and Discipline and the Cadet Honor Code. In addition, any work by staff members with an individual cadet that contribute to his or her personal growth is included in this area. Evaluation in this area is very difficult. As mentioned earlier, measuring the growth and maturation of an individual is very difficult and requires professional skills. We can provide instruction, but aside from certain indicators, simple evaluation is generally not possible.

**3.4. Training Phases.** The last part of our encampment model describes the sequence in of training. By now you should have a good idea of what kinds of objectives we try to accomplish at encampment, and what areas of instruction we try to cover. The framework that holds these pieces together is a phased training schedule. In this section, the word schedule doesn’t mean a specific list of dates and times that things are to take place, but rather a description of the relative order in which things happen. A “phase” is a set of objectives, instructional areas, and training techniques that are grouped together according to the way in which they will be presented to the flight. This order is important because it helps to make sure that the cadets at encampment have all of the “pieces” they need to “build” a successful encampment experience. Just as we cannot start to put the roof on a house before it has a foundation, nor paint on the walls before there are walls, we have to present our classes and challenges to the basic cadets at encampment in careful order.



**Figure 3.1. Training Phases.**

3.4.1. For purposes of this discussion, the order of phases is important, timing is not. This means that it is not critical how long each phase takes and that we should not expect to complete the first phase no later than the end of the first day or the second phase by the end of the second day. Different groups, or even different individuals within a group, will learn at different rates, and progress at different paces. The phasing of our program will vary from flight to flight and perhaps even from element to element within a flight. Keeping in mind that flexibility is necessary in our phases, let's take a look at what they are and why we've defined them that way.

3.4.2. To draw once more on the metaphor of building a house, we can think of our training as needing a good foundation, some structure to hold it together, some protection from the elements, and decorating and landscaping to help the new owners feel "at home" and proud of their home. These phases follow along the same idea as this plan. There are four training phases at encampment, pictured in figure 3-1. Another way of looking at our phases parallels an old principle of training

*"Tell 'em what you're gonna tell 'em...  
Tell 'em  
Tell 'em what you told 'em."*

This means that we need to explain what the training program is about, present the material, and then be sure that each cadet understands the material presented. Phase one corresponds to "Tell 'em what you're gonna tell 'em, phases two and three to "Tell 'em," and phase four to "Tell 'em what you told 'em."

3.4.3. **Phase I - Introduction.** The introduction to encampment is where we "lay the foundation" for the basic cadet's successful experience. There are two parts to the introduction: the first is a careful explanation of what the cadet will be expected to learn and accomplish, the second is having individual cadets make a personal commitment to reach the goals set for them. *Making a commitment is important because if the encampment is to be successful for the individual, he or she must make it because of an individual commitment.* Staff members should be aware that the goals set for the basic cadets during the introduction include general statements of encampment skills and simple flight objectives the cadets are expected to accomplish. Note that they commit to things that we believe they can actually accomplish while at encampment. In this way, everyone begins with a common idea about what they will be expected to accomplish over the course of the encampment.

3.4.3.1. The introductory phase of training has the most clearly defined "boundaries." That is, it has a very specific starting and ending point. The introductory phase begins as soon as a basic cadet arrives at encampment and concludes with the end of the briefing and the signing of a contract.

3.4.4. **Phase II - Primary Training.** Once the introduction is completed, the flight training staff begins instruction on Encampment Skills. The flight commander and the flight sergeant become the primary instructors for the flight, providing most of the classroom, barracks, and

drill field instruction for the flight. They set performance standards and provide feedback to the flight. They are the primary source of motivation for the flight and its members.

3.4.4.1. There is a great deal of information and a number of skills to be developed during this phase of training. For this reason, the flight training staff will usually create an atmosphere of tension or stress as the training environment for the flight. (This subject is discussed more thoroughly in Chapter 4, "Training.") The important thing to remember about this phase is not the stress or "pressure" that characterize the training but the fact that the flight training staff, especially the flight commander and flight sergeant, are the primary instructors and motivators for the flight.

3.4.4.2. Primary training begins immediately after the introductory phase is concluded, hopefully within an hour of the time a basic cadet arrives at encampment. This phase will continue almost to the end of the encampment, because there will probably always be some portion of the training for which the flight training staff is the primary instructor or motivator. Figure 3-1 shows this by having the segment called Phase II continue (although in smaller and smaller measure) all the way through the mid-portion of encampment.

**3.4.5. Phase III - Secondary Training.** If the flight training staff has been successful in giving the flight a good foundation and has helped their cadets master some of the encampment skills in the Standard Operating Procedure, individual members of the flight will begin to feel that they are not "doomed to a week of misery," but rather that they can meet the challenges presented to them. This foundation and attitude of competency can be nurtured to grow into a sense of pride as members begin to respect the skills and competencies of others, and share their talents in support of one another. When members of the flight have achieved a satisfactory level of mastery of encampment skills, and when the flight training staff has begun to foster an organizational pride in the flight, the process of secondary training has begun.

3.4.5.1. Secondary training is training that is directed and motivated by the flight as a whole. The flight becomes the most important source of motivation and direction for its members. To be successful, the flight must adopt the training goals of encampment as its own, and strive, as an organization, to meet them. The job of the flight training staff during this phase of training is to guide the flight both as a whole and through emerging basic cadet leaders within the flight. The flight training staff must guard against individual members being excluded or cut out of the group. The "wholeness" of the flight and shared responsibility by its members must be emphasized during this phase. Figure 3-1 shows phases II and III of the program overlapping. This is because the transition from "staff directed" (external) to "member directed" (internal) training does not happen at one specific time. Remember that before phase III training can take place, two important things must have happened: 1) Individual members of the flight must have mastered a particular skill (at least to a satisfactory level), and 2) Members of the flight must have begun to recognize the mastery and competency of other members of their flight.

3.4.5.2. You should note that, as we mentioned earlier, not all members of the flight will learn and achieve at the same rate. Does this mean that all members must have mastered all of the training program before phase III training takes place? Absolutely not! When enough cadets have mastered a skill to the point that they can share it with the flight, they should be encouraged to do so. “Rack-making teams” are a good example of a core of competent cadets within the flight sharing their skills in this way. Ideally, these teams will “spring up” of their own accord within the flight, but practically speaking, the flight training staff may need to “nudge” them into being. Also of note is that at some time during the third phase of training, the motivation and direction that comes from within the flight may not be correct or sufficient. It may be that the flight becomes over confident and “cocky” or perhaps under confident and discouraged. In these situations, the flight training staff must assume responsibility for motivation and direction for the training of the flight, get things back on course, and hopefully, return responsibility to the flight when it is again ready. This interplay between phases II and III is the reason for the overlap in the diagram. You should notice though that our goal is to have mostly phase III training (training that is motivated and directed internally) happening by the end of the encampment exercise.

3.4.6. **Phase IV - Summary.** The last phase of training consists of the Parade, Graduation and a debriefing. The purpose of the summary phase of training is to create an intense, positive feeling of accomplishment and self-esteem within the individual members of the flight. The accomplishment of goals that were set for them at the beginning of encampment should be reviewed and praised. The timing of this review is important, because we are trying to create a link for the cadets between their positive feelings and their knowledge of what they have accomplished. We are trying to get them not only to feel good and proud, but also to know why they feel good and what they are proud of. This will serve to make sure that the cadets remember the lessons they learned at encampment for a long time.

3.4.6.1. The key to the summary phase is the flight level debriefing. The debriefing should be conducted by the flight commander and the tactical officer, and should include specific instances where members of the flight and the flight as a whole were successful in meeting goals laid out at the beginning of encampment. Recognition of specific achievements or contributions of individuals, and the highlights of the flight’s growth and achievement as a group is important. The goal of this briefing is to ensure that each member of the flight understands what he or she learned and accomplished at encampment. The guideline for this discussion is the commitment that each cadet made at the beginning of encampment; its result should be a understanding of how that commitment was met.

**3.5. Conclusion.** The model we have created is designed to help staff understand the encampment’s purpose, how it is structured, what material we cover, and how we go about putting all of the pieces together. We began with George, talking about bones, brains, and a thyroid. There is one important organ that we’ve not mentioned in our discussion. This organ is represented in our model by the dedicated staff members who make it their primary duty and responsibility to assure the personal growth and development of the basic cadets who come to encampment in California Wing. This organ is the one that keeps everything alive, keeps

everything moving, and circulates enthusiasm and experience, the life's blood of encampment to every part of our "body," to every individual cadet in attendance. Our staff is the heart of encampment.

## Chapter 4

### TRAINING

**4.1. Introduction.** Training is what encampment is all about. Each person at encampment is constantly learning and teaching. The basic cadet relies on his flight training staff to provide him with guidance and direction. In the same way, every member of the staff has an obligation to learn as much as they can and to offer the highest quality of training possible to others.

4.1.1. As a paramilitary group, we follow certain customs and courtesies that have evolved from the military, but we are not in the military. We have no legal right to enforce our orders. Our subordinates are volunteers. This makes leadership and training in CAP an even bigger challenge than it is in the military. The effective CAP leader must have the respect and “followership” of his subordinates, or he simply cannot succeed. In training basic cadets, staff members need to remember that there is no place at encampment for inconsiderate driving of subordinates, for making arbitrary decisions, or for forgetting that each person on the team is important and has a contribution to make. The authority held by the staff is derived from the courtesy and respect of the basic cadets. One must earn the respect of the cadets at encampment. To train them effectively, the staff must earn their trust, their confidence, and their respect.

**4.2. Training Methodology.** Different training methods are used at encampment as appropriate to the material to be presented. Classroom instruction, laboratory and field exercises, even discussions while on a bus are among the available options the staff has in accomplishing their training mission at encampment. Before discussing how training is implemented we will first investigate some of the tools available.

4.2.1. **Reinforcement and Punishment.** The strongest, most effective tool in any training environment is reinforcement. Reinforcement is something given to or done for a person to get them to do or to continue to do something. We can accomplish this in two ways. We can reward someone’s performance of the behavior we are seeking, or we can discourage nonperformance. The first method is known as “positive reinforcement.” This is doing something the individual finds pleasant or desirable when she begins to exhibit the desired behavior. Negative reinforcement, on the other hand, is doing something unpleasant or undesirable until the individual begins to exhibit the desired behavior. Reinforcement might be as simple as telling someone they did a good job, or as significant as awarding her honor cadet for the flight. Reinforcement is a tool we use at encampment to teach people to *do* something, to encourage a certain behavior or action.

4.2.1.1. Another tool is punishment. This is often called “negative reinforcement” in error. Punishment is most easily defined as giving something to or doing something for someone that is unpleasant or undesirable when they do something we don’t want them to. Most of us remember an unpleasant experience or two from our childhood when we were caught doing something our parents didn’t want us to. We were punished to make

us stop doing what they didn't want us to do. The important difference between reinforcement and punishment is that reinforcement helps people to learn or continue *to do* things. Punishment, on the other hand, teaches people to stop doing things, or *not to do* them. Since we are most concerned with teaching the basic cadets at encampment new skills and getting them to behave in new ways, reinforcement becomes the best tool for most of our training.

4.2.1.2. Looking more closely at reinforcement, the major differences between positive and negative reinforcement are: positive reinforcement is usually pleasant, and is given *when* a desired action or behavior occurs; negative is usually unpleasant and is given *until* a desired action or behavior occurs. To help you understand these concepts, here are two examples:

4.2.1.2.1. A cadet is trying for the first time to make her rack. The class has just been completed, and the cadet was paying very close attention to the instruction. With a little bit of practice, she has been able to make very good hospital corners, and although some work on the collar is still needed, the rack is much better than would be expected for a first attempt. The flight sergeant notices the work and the good results. Seeing an opportunity reinforce her performance, the flight sergeant calls the cadets from the neighboring rooms in to look at the rack, noting especially the superior hospital corners he sees. He asks the cadet who made the rack to explain and demonstrate how she made the rack. Complementing her work and encouraging her to share her skills, the flight sergeant leaves the room.

4.2.1.2.2. A cadet is having difficulty getting his locker in order. The cadet attended the class taught by the flight commander the first day, and the flight sergeant and tactical officer have both reviewed the SOP with this cadet to be sure that he understands what is expected of him. Satisfied that the cadet understands the task and that he is capable of putting his locker in order, the flight commander and flight sergeant decide on a plan of action. First they call the cadet into the flight commander's room and tell him in no uncertain terms that he needs to comply with the SOP in putting his locker in order. They give him a period of time to do so, promising him "close supervision" in performing this task if he cannot do it on his own. As soon as the time is up, the flight sergeant enters the cadet's room and inspects the locker. Assuming it is not satisfactory (if it were, the process would stop here), the flight sergeant proceeds to direct the cadet firmly and directly, step by step, in cleaning and arranging his locker. The cadet does not enjoy or appreciate this special attention. In an effort to reduce the "pressure" he feels, the cadet decides to keep his locker in inspection order.

4.2.1.3. In the first example, we saw the flight sergeant use positive reinforcement by making the cadet feel good about the work she has done, and encouraged her to do more of the same. In the second example, we saw the staff use negative reinforcement. The cadet decided to keep his locker in order because he wanted to avoid unpleasant "special attention." Notice that in both cases, the cadets were urged to *do* something. Notice that in the second case we did not punish the cadet for a messy locker, we provided him with

incentive to clean it up. The emphasis was on *doing* what was needed, not stopping what wasn't.

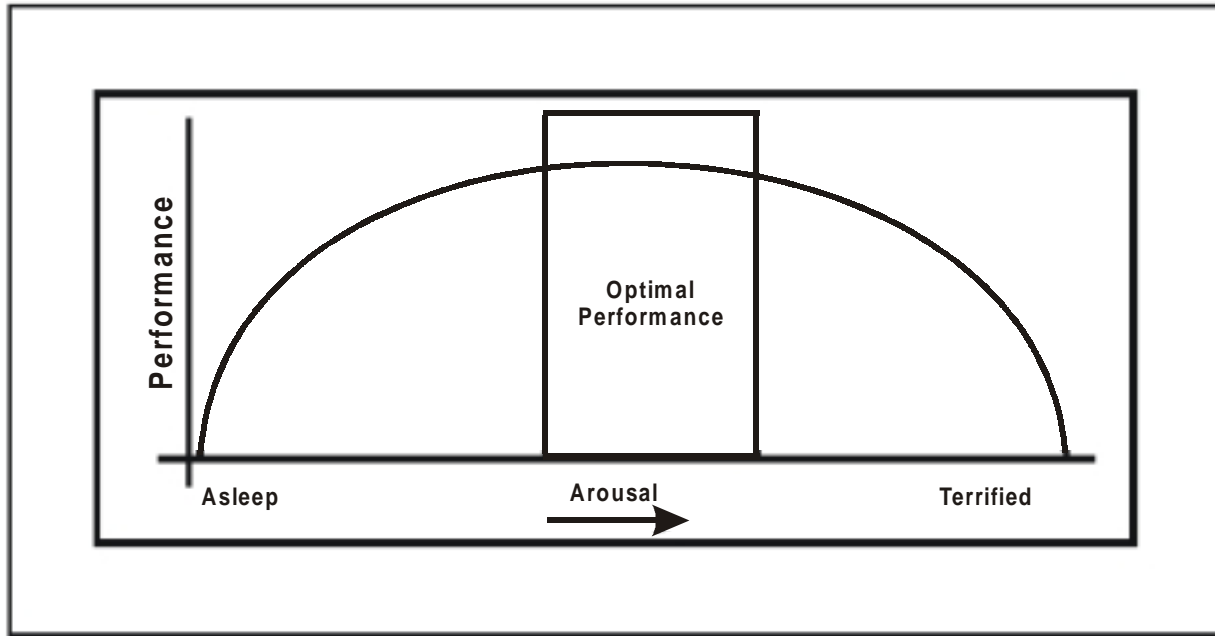
4.2.1.4. The last point is an important one. Often in a training situation, we will want to stop one behavior so we can begin something more desirable. In practice, this would involve first teaching the cadets what not to do, and then teaching them to do something else, then reinforcing the new activity. A better use of time might be to skip the first lesson and move right to the second. It is better to substitute an undesirable activity with a desirable one, then reinforce the new behavior, instead of punishing and then starting a new behavior. Staff members need to be constantly aware of what their cadets are doing, and take every opportunity to reinforce behaviors that meet training goals.

**4.2.2. Performance Measurement and Standards.** Another tool used in the encampment training process is performance measures and standards. Performance standards specify how well we expect someone to perform a given task or behavior. If we are going to have performance standards, then there must be some way to measure performance. In academics, performance measures are often called tests and performance standards are defined by test scores. For example, a passing score is 70%, or an "A" is 92% or better.

4.2.2.1. At encampment, we are interested in teaching people to do things, and to do them well, so performance standards are important. An example of a performance measure and standard might be that a wing patch must be sewn on the left sleeve within 1/32" of the correct location. Therefore within 1/32" is 100% performance. A wing patch within 1/16 inch, or twice the amount allowed, would be 50% performance.

**4.2.3. Stress.** Known as the Yerkes-Dodson Law, Arousal Theory suggests that a relationship exists between a person's level of arousal (or "awakeness") and their ability to perform a given task. This relationship was first reported by Robert Yerkes and John Dodson and the results of their study are summarized in Figure 4-1. (Yerkes & Dodson, 1908) The far left side of the horizontal axis represents someone who is sound asleep. Notice that their ability to perform is almost zero—people who are asleep cannot perform tasks they are asked to do. (except possibly "lie down" or "snore!") At the other extreme of the axis is the word "Terrified." Imagine someone trapped in a burning house or a car in front of an oncoming train. Someone in that situation would probably not be very good at recalling the definition of military discipline.

4.2.3.1. In a study by Elizabeth Duffy involving muscle tension and drawing and tracing tasks, Duffy concluded that "it seems reasonable to suppose that tension could be too low as well as too high for efficient performance." (Duffy, 1932) While it was Yerkes and Dodson who first reported this relationship, it was Robert Malmo, who in his 1975 book very clearly laid out how stress can actually improve learning and performance. (Malmo, 1975) Essentially what arousal theory suggests is that that there is an optimal level of arousal where the best performance is obtained.



**Figure 4.1. Yerkes-Dodson Law**

4.2.3.2. At encampment, we have many specific behaviors and tasks to teach the basic cadets in a very short time. To do this we must establish some level of arousal to get the cadets to perform at their best level. In the military, “pressure training” or “stress training” is used during to teach recruits many skills in a short time. This environment also teaches people to follow orders and respond to superiors quickly and without question. At encampment, we have adopted some of the military’s method to teach skills quickly. In implementing this training however, it is critical that the staff remember that at encampment we lead Civil Air Patrol cadets, not military recruits. We must keep in mind the fact that it is possible to have too much stress in a training situation and in that situation, cadets will unable to give their best performance.

4.2.4. **Motivation.** Motivation is the property of creating a need or desire within an individual. There are several ways to foster this need in someone: (1) Tension or Concern— This will help in creating motivation, provided it exists only to a reasonable degree. Too much tension may take away some of the person’s learning energy. (2) Interest—The more interest generated, the more learned. (3) Success—Unsuccessful effort is not motivating. Success increases motivation. (4) Knowledge of results—the more specific feedback you on performance, the more motivation will increase.

4.2.5. **Hazing.** Although we desire to create some degree of stress at encampment, hazing and harassment are never appropriate and will not be tolerated. Staff members violating this standard will be subject to corrective action, to include relief from assignment and/or dismissal from the encampment.

**4.3 Conclusion.** Our objective is to ensure that each person knows what he or she did at encampment, what was learned, how they contributed to the mission and to each other. The

successful cadets from a California Wing encampment will not only feel successful, they will also understand why they were successful and what they had to do to achieve that success.

## Chapter 5

### ACADEMIC INSTRUCTION

**5.1. Introduction.** The academic training program at encampment is designed to provide the basic cadet with a broad base of information on the United States Air Force, the Civil Air Patrol and particularly the CAP Cadet program. The academic program consists of the following units of instruction (Ref. CAPR 52-16):

- Introduction to Encampment
- USAF-CAP Relationship
- The Cadet Honor Code
- CAP Mission
- CAP Moral Leadership
- CAP Organization
- Attitude and Discipline
- Search and Rescue
- Customs and Courtesies
- Civil Defense
- Individual Drill and Ceremonies
- USAF Aerospace Doctrine
- Drill of the Flight
- Opportunities in CAP
- Squadron and Group Ceremonies
- Conclusion to Encampment

**5.2. Learning and Teaching.** As a member of the staff of the Cadet Training Group you may be responsible for part of the academic training of basic cadets. The following system is suggested for use by cadet staff members responsible for instruction at encampment.

**5.2.1. Preparation.** The first stage in the system, preparation, involves two steps. The first is mastery by the instructor of the material he intends to cover. He should become so familiar with the material to be covered that he is capable of expressing its intent and content in clear, simple language without having to resort to technical terms and confusing or complicated explanations. He should be able to answer almost all questions concerning the topic he is instructing. Preparation should include each of the following:

- Plan the work for the instructional period.
- Plan for the use of training aids
- Plan for the use of training space.
- Plan an appropriate amount of material for the time allotted.
- Present an exceptional personal appearance.

5.2.1.1. The second step in this stage is preparing the cadets to learn. This requires the instructor to arouse the interest of the cadets in the material to be covered. This can be accomplished through the use of incentives. Examples of such incentives include:

- Immediate recognition of progress
- Special privileges within the flight; and
- Assignment to assist other cadets with the academic material.

5.2.2. **Explanation.** After arousing the interest of the cadets, the instructor will probably use the early part of the drill or class period to explain the essential facts, principles, or maneuvers to be mastered. The characteristics of a good explanation are:

- The explanation is clearly stated in simple, understandable English.
- It is illustrated wherever possible using charts, diagrams, and illustrative problems, prepared in advance.
- It gains the attention of all of the cadets to whom it is presented.
- It emphasizes and repeats the most important points.

5.2.3.1. The good explanation then, includes clear, simple, and emphatic presentation of the facts, and uses demonstration materials. Careful attention to voice control and presentation skills is important during the explanation, and clarity is critical.

5.2.3. **Demonstration.** This stage is frequently combined with the explanation stage. Demonstration reinforces and strengthens explanation, and is a sound procedure in teaching and learning. An effective demonstration is timely; it relates specifically to the point just covered by the instructor. It is so clear that the cadets are able to grasp its significance as an illustration of what has just been explained. The demonstration must be presented at a sufficiently slow pace to afford each cadet an opportunity to observe the procedures involved. However, it must remain lively enough to prevent boredom or apathy. Lastly, the demonstration must be well executed. To summarize: the instructor must plan and rehearse his demonstrations. By so doing, he will never demonstrate too rapidly and will always know how to demonstrate what he has explained. He will always exhibit a positive, patient, and helpful attitude toward cadets who are learning for the first time what he learned long ago. The effective instructor may also make use of assistants to aid in his demonstrations.

5.2.4. **Performance.** In certain training situations, performance of a particular skill, maneuver, or technique will be done individually. In others, all of the cadets at one time will be engage in a trial-performance. In drill, the cadet will take this opportunity to practice the movements taught. In a more academic class, practice might consist of a discussion which allows the cadets to use the concepts presented. The performance step should not be started until the class as a whole has a basic understanding of the material to be practiced at a particular session. The performance period is one of mastery and improvement, not of basic instruction. Cadets should be well versed in the material before attempting it. The instructor should avoid putting himself in a position to have to backtrack or consistently repeat basic instructions during practice periods.

5.2.4.1. The characteristics of a well executed performance period include: First, it directly follows the instructor's demonstration. Second, the well-planned performance requires every cadet to practice what he has been taught. Third, the performance period requires that the individual cadet achieve an acceptable level of ability. Fourth, the properly controlled performance period provides each cadet with a feeling of accomplishment. The cadet must leave the first performance period with a feeling that he is progressing.

INSTRUCTION PLAN	
1. Preparation Stage	Prepare yourself and your cadets for instruction and learning.
2. Explanation Stage	Explain the "what," "why," and "how" of the subject matter to your cadets.
3. Demonstration Stage	Show your cadets how to do what you have just explained.
4. Performance Stage	Every cadet must have an opportunity to actually DO and practice what has been explained and demonstrated.
5. Evaluation Stage	Encourage correct performance and offer suggestions for improvement based on your cadets' practice.

**Figure 5.1. Instruction Plan.**

5.2.5. **Evaluation.** As with the other stages, this stage must be planned for and executed in a timely manner. The format for this stage can be critique, oral or written examination, or discussion. The quality and effectiveness of the evaluation will be in large part dependent on how well the goals and objectives for instruction were originally defined.

**5.3. Examinations.** The purpose of examinations is to evaluate the training program: to check each cadet's mastery of the academic material presented, and to assess the quality and effectiveness of the training offered. There will be two tests administered during the encampment.

5.3.1. **Pre-Test.** A pretest will be given to the basic cadets upon arrival at encampment to measure their base knowledge of the skills taught at encampment.

5.3.2. **Final.** The final exam should generally contain questions covering the same material as the pretest. When compared to the pre-test, this test will serve to measure the academic success of the training effort. This exam is the basis of the Academic awards for encampment.

## Chapter 6

### DISCIPLINE

**6.1. Introduction.** According to the Webster's Dictionary discipline is: "1. a branch of knowledge or learning 2 a). training that develops self-control, character, or orderliness and efficiency b) strict control to enforce obedience 3. the result of such training or control; specifically, a) self-control or orderly conduct b) acceptance of or submission to authority and control" It comes from the Latin words *discipere*, to comprehend and *discere*, to learn. Discipline is much more than blind obedience and punishment. In its first sense, it is learning. It is dedication and commitment. Part of the job of the Cadet Training Group staff cadet is to teach the value and utility of discipline.

**6.2. Types of Discipline.** Self discipline is a willing and instinctive sense of responsibility. Getting to work on time, knowing the job, setting priorities, and denying personal preferences for more important ones measure self discipline. This is the most powerful discipline because it guides us when we face temptation alone. Task discipline measures dedication to a mission. Task discipline requires that you have a strong sense of responsibility to do your job to the best of your ability. Group discipline means teamwork. It is a measure of dedication to a group. Imposed discipline is the enforced obedience to legal orders and regulations. Imposed discipline cannot exist at encampment because the participants are volunteers. Orders given cannot be enforced. Imposed discipline is based upon allegiance to an institution.

**6.3. Military Discipline.** The term has gone through a variety of meanings and variations. It has meant the practice of drill and handling arms. (books published during the seventeenth and eighteenth centuries with titles of "Military Discipline" are now called "Drill Regulations.") During the time of Frederick the Great, emphasis was placed on drill, in order that greater firepower might be obtained from the cumbersome muskets of the period. At the same time, emphasis was placed on obedience, since prompt response to orders was necessary for each part of the firing "team" to function effectively. With the improvement of weapons and the rise of citizen armies fighting for a cause in which they believed, there came a change in the character of discipline. Greater initiative was required on the part of junior officers, and there was less necessity for machinelike regularity. Discipline was still required so that a body of troops could act together and with one purpose.

6.3.1. Possibly the best definition for the CTG is found in Army Regulation No. 600-10, 2 June 1942, "Military discipline is that mental attitude and state of training which renders obedience instinctive under all conditions. It is founded upon respect for, and loyalty to properly constituted authority. While it is developed primarily by military drill, every feature of military life has its effects on military discipline. It is generally indicated in an individual or unit by smartness of appearance and action; by cleanliness and neatness of dress, equipment, or quarters; by respect for seniors; and by prompt and cheerful execution by subordinates of both the letter and the spirit of legal orders of their lawful superiors."

6.3.2. There is much to the above paragraph. Note that the first few sentences have been taken as memory work for the cadets attending encampment. You have been provided with the entire text in the hope that you will read and reread it carefully. It explains how a well disciplined unit behaves and appears rather than what to do about people who misbehave. There is no mention of punishment in the definition. A well disciplined organization has little need for punishment. This is because the members of the organization are constantly striving to improve and meet the goals of the group.

**6.4. Maintaining Discipline.** In order to have a well disciplined organization, it is of first importance that all officers and NCOs be themselves well disciplined. They must constantly keep in mind the principle that example is one of the best methods for influencing people. They must themselves have, “that mental attitude and state of training which renders obedience instinctive under all conditions.” When an order is received, the first and only thought should be to carry it out as quickly and carefully as possible.

6.4.1. The key to fostering an effective and harmonious team can be summed up in one word: training. Every cadet staff member must appreciate the absolute necessity for self improvement, intense practice, and positive training for cadets.

6.4.2. The following practices help a staff member maintain discipline. Setting the example. By virtue of your grade and your position you are a role model. Whether you realize it or not, others are constantly watching and imitating your behavior. Sometimes, people learn to imitate less than desirable behavior. Because you are a role model, consciously and continually set a positive example. Gaining knowledge. You must know your job, understand its importance, and realize how it contributes to the success of your unit. Know the requirements of the unit. Knowing a regulation or standard exists is not enough; understand why it exists. Communicating. Ensure cadets understand the information given them. Ensure the two way flow of communication is actually received and understood. Enforcing standards. Consistently and continually correct anyone who is not complying with CAP policy and regulations. Treat people fairly; when two cadets make the same mistake, both must be corrected at the same time, in the same way. Inconsistency erodes cooperation.

**6.5. Discipline Displayed.** In establishing and preserving discipline, drill and ceremonies have great value, as they accustom the officers and NCOs to giving orders, and their subordinates to following them. Ceremonies have added the value of appealing to an individual’s pride in himself and the organization. Customs & Courtesies. Saluting and observance of proper customs and courtesies are among the most obvious signs of a well disciplined organization. The reason and history behind them should be thoroughly explained to all cadets and their proper observance should be made a point of pride. Officers and NCOs should be extremely careful in setting an outstanding example at all times, observing all CAP and USAF customs and courtesies, and rendering the salute at every opportunity. Cleanliness and neatness are other signs of an alert, well disciplined organization. The morale of an organization that is cleanly dressed and neat, with their equipment and facilities in good order, is always superior to that of an organization that is lax in these matters.

**6.6. Conclusion.** As has been stated, discipline within a unit increases its effectiveness and gives it structure. At encampment, the development of discipline serves two purposes. First, it increases the effectiveness of the training program. Second, it provides an opportunity to work in a disciplined organization which helps him understand the value of discipline in himself and his unit. For those reasons, the importance of setting of a good example, of developing and maintaining a well disciplined organization, and helping cadets to understand how discipline effects a group cannot be understated. A well disciplined flight will develop as a productive team with high morale, and is key in establishing an educational, worthwhile encampment experience.

## Chapter 7

### ACTIVITIES/SCHEDULING

**7.1. Activities.** Activities can be scheduled to enhance the training schedule, to provide a break from the rigidity of the encampment environment, as a reward for excellent performance and to expose Civil Air Patrol members to the resources and mission of the encampment host.

7.1.1. **Tours.** Each host facility offers the Civil Air Patrol its own unique tours. Tours are to be relaxed but controlled. The staff should encourage questions, while maintaining proper courtesies. As always, safety is first. At the end of a tour, the staff will get an accurate count of all cadets before proceeding on to the next activity.

7.1.2. **Motivation Run.** The motivation run is conducted on the last full training day of the encampment, and is the culmination of the PT program. It gives the Group/Squadron a unique situation for establishing unit identity and esprit de corps while building morale and teamwork. It will be challenging for some, offering cadets an opportunity to help everyone finish as a team. The motivation run should be one mile in length and is led by the cadet officers.

7.1.3. **Graduation Party.** Most encampments conclude with a party for an evening of relaxation and fun. The party is for all the cadets to gather together in a social atmosphere. Uniform will be outlined by the Encampment Commander. During the party cadet and senior staff are encouraged to participate while still maintaining supervision over the basic cadets.

**7.2. Scheduling.** A successful encampment offers the cadet a full schedule of activities ranging from formal classroom training and tours to barracks activities and drill. Making and meeting a schedule is a learning experience for everyone at encampment. If the cadets are to get the most benefit from their training, the schedule must be followed and maintained. It is the duty of each staff member to keep to the schedule. Deviations from the published schedule will be done through a schedule change approved by the encampment commander or a designated representative.

7.2.1. **Flight Training Activity (FTA).** Within the encampment schedule, there are blocks of time allocated to the Flight Training Staff for the purpose of flight level training. It is the flight commander's responsibility for planning training during this time. This time should be used to practice drill or volleyball, prepare for inspections, perform barracks maintenance, and other encampment activities.

7.2.2. **Squadron Training Activity (STA).** Within the encampment schedule, there are blocks of time allocated to the squadron commander for the purpose of squadron level training. It is the squadron commander's responsibility for planning training during this time.

7.2.3. **Personal Time.** There are also blocks of time set aside for the cadets' personal use. This includes time allocated for sleeping, and the last half-hour of each day just before lights out. The cadets' personal time is reserved strictly for their own use. Cadet staff members are prohibited from appropriating this time. However, a staff member may direct any cadet to discontinue any improper conduct during personal time.

**7.3. Daily Meetings.** There are specific meetings that will take place during the course of encampment. It is imperative that all staff members contribute constructively at these meetings.

7.3.1. **Group Training Meeting (GTM).** This meeting will be attended by the CTG Commander, Deputy CTG Commander, Squadron Commanders, Sergeant Major, and other invited guests. This meeting is held to resolve problems, discuss the upcoming schedule, and to discuss each squadrons' Daily Progress Report.

7.3.1.1. Daily Progress Report includes:

- Progress in drill instruction
- Progress in barracks
- Evidence of teamwork (motivation level)
- Morale
- Any specific problems with cadets or staff
- General comments
- Awards selection (if appropriate)

7.3.2. **Squadron Training Meeting (STM).** The Squadron Training Meeting occurs each evening. It is a forum to discuss the progress made toward meeting the goals of encampment. CTS Commander, the CTS First Sergeant, the Flight Commanders, and the Tactical Officers for that squadron attend it. The CTS Commander may also invite guests, as appropriate. The CTS Commander chairs this meeting. The STM provides an opportunity to give specific direction to the flight training staffs. The primary purpose of the Squadron Training Meeting is to plan the next day's training goals and activities. Setting goals and analyzing progress flights have made is the key to a successful STM. The Flight Commander and Tactical Officer describe their flight's progress. They are aware of what the flight has achieved and how cohesive the flight has become. They recognize the problems that have been encountered and the successes that have been achieved. This meeting offers an opportunity for the exchange of information. This gives the flight training staffs an opportunity to benefit from their colleagues' experience.

7.3.2.1. The following should be accomplished at the STM:

- Review the following days schedule/Flight Plan.
- Evaluate the flights' progress as it relates to encampment standards.
- Set strategies for flight improvement.
- Exchange Information.
- Provide feedback of CTS staffs' performance.

- Review of the thoughts and concerns of CTS Commander.
- Tactical Officers comments.

7.3.2.2. The outcome of each Squadron Training Meeting should be a well informed staff with clear plans and objectives for the next training day.

7.3.3. **Tactical Officers Meeting.** The purpose of the Tactical Officers meeting is to discuss progress, problems, and plans for the current and following day. The meeting is conducted by the Commandant or Chief Tactical Officer. All tactical staff, except for the minimum number of Tactical Officers necessary to adequately supervise the cadets will attend. Supervisory duties shall be rotated to allow ALL Tactical Officers to attend this meeting as often as possible. This meeting is traditionally scheduled during the basic cadet's personal time.

7.3.4. **Encampment Commander's Daily Briefing.** The agenda of this meeting can include the following, but should meet the commander's needs:

- Current day's schedule
- Preview the next day's schedule
- Review medical issues
- Review changes in the block schedule
- Review logistical and supply needs
- Review transportation needs
- Brief on overall training by cadet & senior training staffs.

## Chapter 8

### STAFF SELECTION EXERCISE

**8.1. Introduction.** The purpose of the staff selection exercise is to select and train the staff for each California Wing encampment. Selection may occur over a 1-2 day period of vigorous selection and training procedures. Applicants may be evaluated in the following areas:

- Drill & Ceremonies
- Oral Communications
- Encampment Skills
- Wear of the Uniform
- Basic CAP Knowledge

**8.2. Environment.** The Staff Selection Exercise shall be administered in a professional business like atmosphere. Harassment and undue stress will not be tolerated. SSE evaluators will demonstrate the professionalism demeanor expected of Cadet Training Group staff members.

**8.3. Evaluation Procedures.** Under the direction of the encampment commander, the commandant of cadets and the cadet training group commander will design a selection process that best meets the needs of the encampment and the resources available to them.

**8.3.1. Drill & Ceremonies.** The applicants proficiency in drill of the flight, PT procedures, and command presence will be evaluated against AFMAN 36-2203 and this manual. Applicants will be evaluated in the following areas using a standardized form.

- Drill of the flight.
- Command Voice.
- Methods of Drill Instruction.
- Knowledge of Environmental Safety.
- Knowledge of AFMAN 36-2203.

**8.3.2. Written Exam.** Each applicant will complete a written exam designed to access the applicant's knowledge of relevant portions of the following materials. The scores of this exam will be available at the Final Evaluation Meeting.

- CAPM 39-1
- AFMAN 36-2203
- CAPR 52-16
- Leadership: 2000 and Beyond
- Encampment Training Manual
- Encampment SOP
- Aerospace Current Events

8.3.3. **Encampment Skills.** Applicants may be evaluated on their ability to teach various encampment skills, e.g. the skills required to pass a barracks inspection.

8.3.4. **Uniform Wear.** Each applicant will be evaluated upon their appearance and wear of the Blue Service and Fatigue Uniforms (BDU). The inspector will use the standard rating form. The compiled forms will be available at the Final Evaluation Meeting.

8.3.5. **Review Board.** The board will consist of a combination of cadet and senior evaluators who will interview each applicant. Applicants will be questioned concerning their job preference, qualifications and encampment preparation. During the interview, applicants will be evaluated on bearing, image, maturity level, communications skills, and general CAP knowledge. The Evaluation Team Leader, at the minimum, will be present at the Final Evaluation Meeting.

**8.4. Final Evaluation Meeting.** The objective scores from each area will be tallied and applicants will be placed in ranked order for the desired position. Additional considerations might include, but are not limited to: personnel compatibility and encampment needs.

**8.5. Results.** The group commander will announce the finalized version of the cadet staff positions as soon as possible after the Final Evaluation Meeting.

**8.6. Counseling and Debriefing.** At the direction of the commandant, senior members should be available to de-brief and counsel cadets not selected for staff positions.

**8.7. Post Selection Training.** At the conclusion of the selection portion of the exercise, the complete Cadet and Senior staffs will complete classes in:

- California Wing Encampment Model
- Encampment Academics
- Encampment Objectives
- Specific Encampment Training Procedures
- Cadet Protection Policy
- Health & Safety

## Chapter 9

### INSPECTION PROGRAM

**9.1. Introduction.** The purpose of inspections at encampment is evaluate progress in basic encampment skills, to provide instructional feedback to basic cadets and to provide practical experience to the cadet staff in measuring performance and providing instructive feedback.

**9.2. Informal Inspections.** Daily walk-through inspections will be made by the staff evaluating encampment skills and progress toward meeting encampment standards. Written comments should be left for the flight training staff. Written feedback to individual cadets is encouraged.

**9.3. Uniform Inspections.** In-ranks inspections of uniforms should be conducted regularly at the flight level.

**9.4. Barracks Inspection Procedure.** The uniform for each inspections will be designated by the inspecting officer. The element, room or bay that is about to be inspected will be at the position of attention when the inspecting team arrives. Members of the unit not in view of the inspections team should be at parade rest. During all inspections, each staff member will monitor the cadets' stress and emotion level for problems. Cadets' personal equipment will not be thrown, torn or damaged by any member of an inspection team. The basic cadet Standard Operating Procedure and its supplements will be the basis for these inspections.

9.4.1. Subordinate commanders will greet an inspection party prior to their entry into a squadron or flight area. A white glove *may* be presented to and inspecting officer as a sign of confidence by the unit commander about to be inspected. (See attachment)

**9.5. Flight Inspection.** The flight training staff will conduct inspections as required by each flights' training schedule. Emphasis should be on encampment standards, roommate teamwork and attention to detail. At least one flight barracks inspection is required. It is to be conducted by the flight staff with interactive support from the tactical staff. This inspection will set the tone for the first days of encampments. Cadets should be given an opportunity to see what is expected of them and to measure their encampment skills. The inspection team should not just indicate *what* is wrong, they must explain *why* it is wrong. As the encampment progresses, flight inspections should include *how* too correct errors.

**9.6. Squadron Inspection.** Squadron inspections should be conducted during training days 3-5. The time and number of squadron inspections will be determined by the training schedule and the encampment training staff. Squadron inspections cannot include all of the items outlined in the SOP and supplements, therefore inspection teams should determine specific items to inspect upon which each flight will be rated. Emphasis should be on: (1) How well the flight worked as a team. (2) Individuals or articles which are superior. (3) Progression toward encampment goals. (4) Major flight accomplishments. Squadron inspections should be mostly instructional, unless major discrepancies are apparent. All flights will conclude preparation for inspection and the same time. While a flight is not being inspected, cadets may work on workbooks. Inspection

time will be divided evenly between each flight in the squadron. The CTS Commander will determine the inspection order.

**9.7. Group Inspection.** The group inspection should be conducted just prior to the end of encampment. All flights will conclude preparation for the inspection at the same time. While a flight is not being inspected, cadets may work on workbooks. If workbooks have been completed, cadets will be allowed to work in small groups on motivational ideas or things not related to the inspection. Inspection time will be divided evenly between flights and squadrons. The inspection order will be determined by the CTG commander. Inspections must not run overtime.

**9.8. Tactical Staff Participation.** The tactical staff will monitor all inspections. The tactical staff will generally participate in the flight level inspections. During squadron and group inspections tactical officers should observe the inspection, assist with time keeping and provide feedback to the inspecting party and the basic cadets.

## Chapter 10

### DRILL COMPETITION

**10.1. Introduction.** The drill competition offers an opportunity for each flight to demonstrate their proficiency at standard drill. It is the culmination of the drill instruction that occurs at encampment.

10.1.1. Innovative drill may be presented at the option of unit commander, however it will not be scored.

10.1.2. Emphasis will be placed on the performance of the flight and not on the flight commander.

#### **10.2. Squadron Drill Competition.**

10.2.1. The CTS commander will set the time, and location for the squadron drill competition as well as recruit judges and ensure all materials are in place prior to the competition. Each flight in the squadron will participate in the squadron drill competition.

10.2.2. Judging staff should be comprised of at least two impartial senior members and the CTS commander.

10.2.3. The uniform will be designated by the squadron commander.

#### **10.3. Group Competition.**

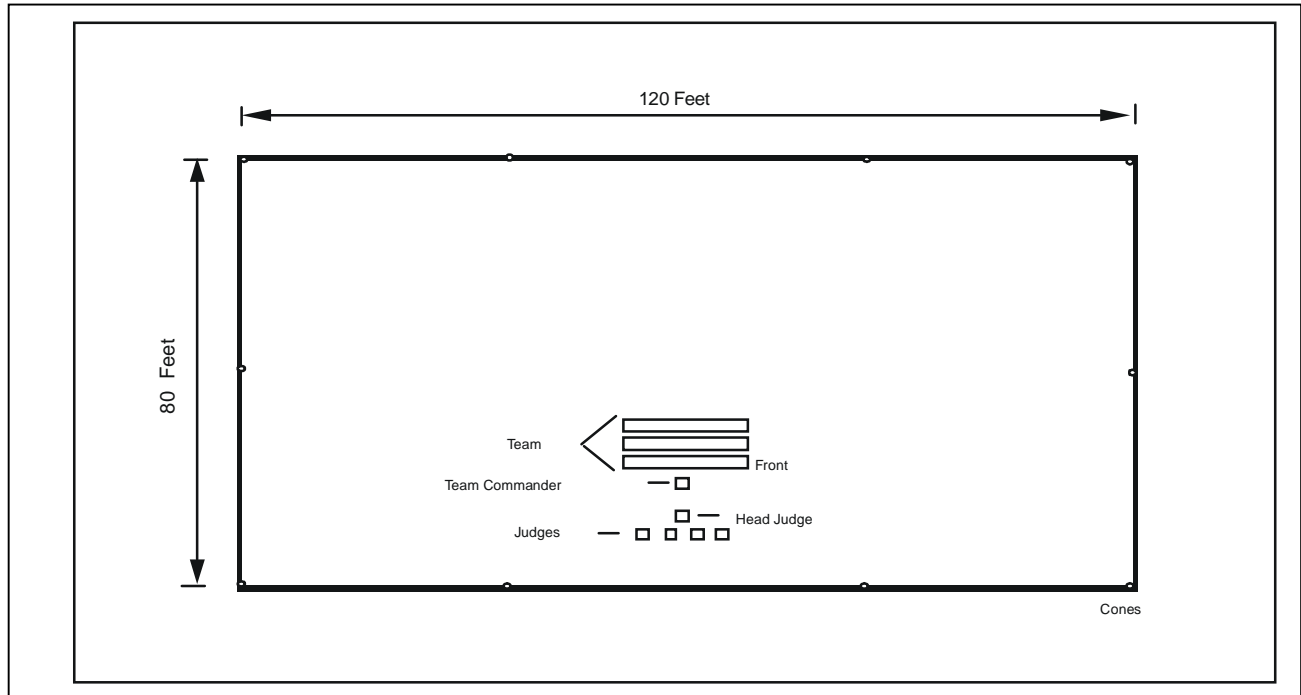
10.3.1. The CTG Commander will set the time, and location for the squadron drill competition as well as recruit judges and ensure all materials are in place prior to the competition. The winners of each squadron drill competition will represent their squadron at the group drill competition.

10.3.2. Judging staff should be comprised of at least three impartial senior members and the CTG commander.

10.3.3. The uniform will be designated by the CTG commander.

**10.4. Scoring.** Each judge will use the Cadet Drill Competition Evaluation Form (Attachment 5) to record each flights performance. These sheets will be collected and checked by the chief judge.

**10.5. Rules.** Flights will be evaluated on their performance of the commands listed in this chapter. The sequence is divided into 15 sections. Each section is worth 5 points for a total of 75. Marching out of bounds will only deducted in case of a tie.



**Figure 10.1. Layout of Drill Competition Field**

**10.6. Sequence of commands.** The following list of commands must be performed in sequence.

Flight marches on to the parade field and halts in front of the judges.

Flight commander faces the flight to the judges.

Flight Commander faces the judges, salutes and reports to the Head Judge “ ‘\_\_’ Flight reporting for drill competition”.

Right, Face

About, Face

Left, Face

About, Face

Parade, Rest

Flight, Attention

Open Ranks, March

Ready, Front

Flight Commander faces the judges, salutes and reports to the Head Judge “ ‘\_\_’ Flight prepared for inspection”.

**UNIFORM INSPECTION TAKES PLACE**

Flight Commander salutes and continues the drill sequence at the direction of the Head Judge.

Close Ranks, March

Right, Face  
Close, March  
Extend, March  
Left, Face  
Eyes, Right  
Ready, Front  
Present, Arms  
Order, Arms  
Count, Off  
Right, Face  
Count, Off  
Cover  
Left, Face  
Dress Right, Dress  
Ready, Front  
About, Face  
Dress Left, Dress  
Ready, Front  
About, Face  
Left Step, March  
Flight, Halt  
Right Step, March  
Flight, Halt  
Right, Face  
Forward, March  
Count Cadence, Count  
Change Step, March  
Change Step, March  
To the Rear, March  
Left Flank, March  
Left Flank, March  
Column Right, March  
Forward, March  
Close, March  
Forward, March  
Extend, March  
Forward, March  
To the Rear, March  
Count Cadence, Count  
To the Rear, March  
Column Right, March  
Forward, March  
Flight, Halt  
Right Flank, March  
Flight, Halt  
Left Flank, March

Flight, Halt  
Half Step, March  
Forward, March  
Change Step, March  
Eyes, Right  
Ready, Front  
Column Right, March  
Forward, March  
Column Half Right, March  
Column Half Left, March  
Flight, Halt  
Counter, March  
Forward, March  
Counter, March  
Forward, March  
Column Right, March  
Forward, March  
Flight, Halt  
Left, Face

Present, Arms Flight Commander faces the judges and salutes. Team is dismissed. Flight Commander marches the flight off the parade field.

## Chapter 11

### VOLLEYBALL COMPETITION

**11.1. Purpose.** The encampment volleyball program is designed to encourage teamwork and sportsmanship. Participation in competitive sports relieve stress, build esprit de corps, develop self-esteem, teach cooperation, develops coordination and contributes to good health. The flight training staff is encouraged to practice volleyball during FTA. All cadets will participate in volleyball and can only be excused by a tactical officer.

#### **11.2. Squadron Competition.**

11.2.1 Each squadron will have its own elimination tournament. Flights will play one against the other, and there will be no conciliation tournament in the squadron competition. However, if time and courts permit, flights that have been eliminated from the competition may play for fun.

11.2.2. Chief judges for squadron competition are the First Sergeants.

#### **11.3. Group Competition.**

11.3.1. Winning flights from the CTS competitions will proceed to the Group Competition.

11.3.2. Chief judge for the group competition will be the Sergeant Major.

11.3.3. Line judges will be recruited by the Chief Judge.

#### **11.4. Volleyball Terms.**

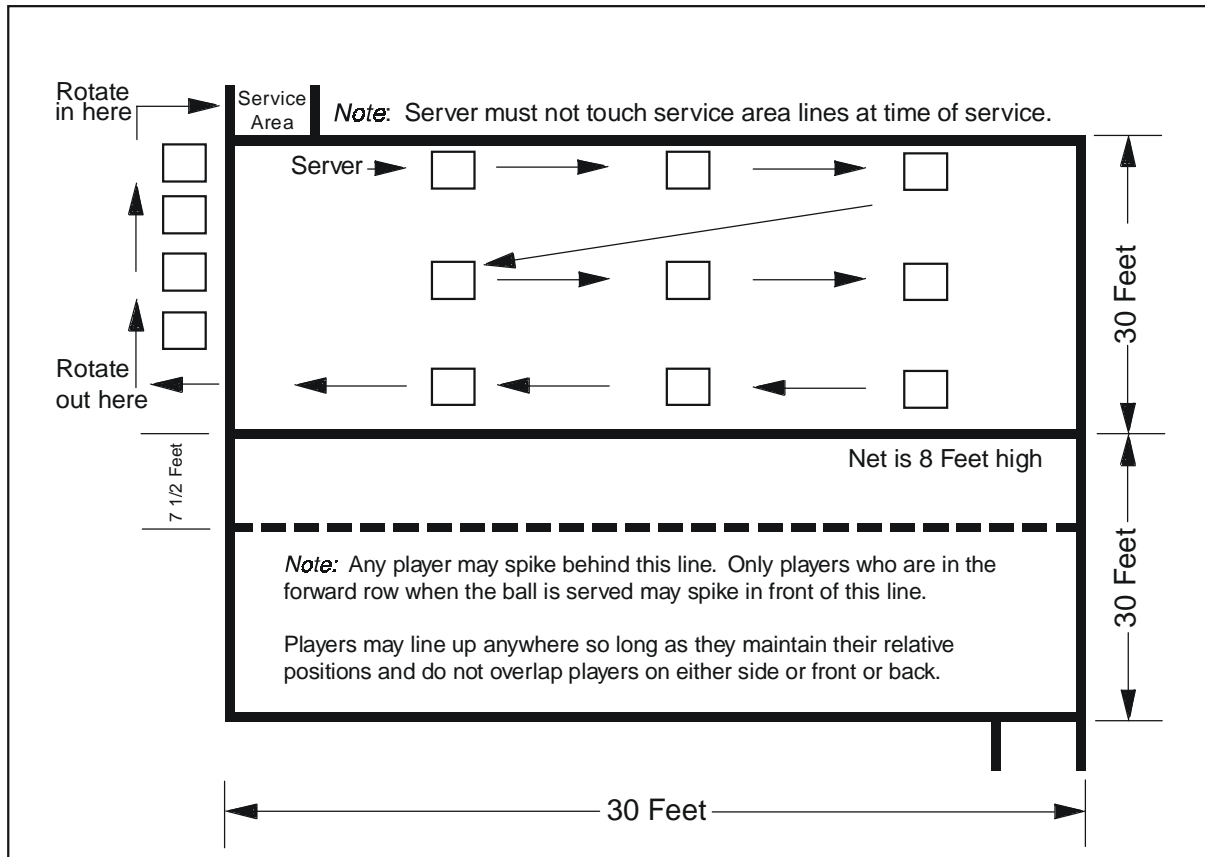
11.4.1. Field of Play. The volleyball court is rectangular and measures 30 feet by 60 feet. The court is divided by a center line that extends to infinity in both directions.

11.4.2. Side Out. A side out is a term that denotes loss of serve. When a side out is called, the serve changes from one team to the other.

11.4.3. Dead Ball. A ball is dead after a point, side out, or nay other decision temporarily suspending play. A ball is not dead until a whistle has been blown or the ball strikes the ground of any other object outside the court.

11.4.4. Harassing. Unsportsmanlike conduct by a player that interferes with an opponent's attempt to play the ball, .

11.4.5. Play-Over. A Play-over is the act of putting the ball in play again without awarding a point or a side out.



**Figure 11.1. Volleyball Court**

### 11.5. Volleyball Rules.

11.5.1. Game. A game is won when a team scores 15 points, provided they have a two-point advantage at that time. If a team does not have a two-point lead, the game will continue until one team leads by two points, in which case that team will be declared the winner.

11.5.2. Number of Players. There are nine players on each side of the net as play begins. All players must rotate during play.

11.5.3. Beginning play. The winner of a coin-toss conducted by the chief judge may choose to either serve or receive first.

11.5.4. Time Outs. Each team is allowed two time outs per game. A time out shall not exceed one minute.

11.5.5. The server must serve the ball from a position behind the end line and within the serving area. The ball may be struck with open or closed hand, under or overhand, or with any part of the arm.

11.5.6. After a side out, the team receiving the ball for serve shall rotate as indicated in figure 11-1 before serving. The player coming off the court shall enter the end of the rotation line. All members will rotate into play and no change of relative position in the rotation line is allowed.

11.5.7. The ball may be hit by any part of the body above and including the waist.

11.5.8. A player shall not play the ball twice in succession except when blocking or while making an attempt to play a hard driven spike.

11.5.9. A team may not play the ball more than three times before returning it over the net.

11.5.10. The ball may be played from the net.

11.5.11. A ball striking the boundary lines is considered in bounds.

11.5.12. Teams shall change courts at the end of each game.

**11.6. Fouls.** A foul is an act of violating a game rule. A foul is committed when a player:

11.6.1. Touches the net.

11.6.2. Is out of position when the ball is served.

11.6.3. While serving, touches the lines bounding the service area or outside the service area when the ball is served.

11.6.4. Displays unsportsmanlike conduct.

11.6.5. Commits any action which, in the opinion of the officials, causes unnecessary delay of the game.

11.6.6. Harasses the opponents.

11.6.7. Change playing position between front, middle, and back rows.

11.6.8. Is off the court at service impact.

11.6.9. Serves out of turn.

**11.7. Errors.** An error is a lack of playing proficiency. A player commits an error when:

11.7.1. The ball visibly comes to rest on any part of a player's body so that it is held, thrown, caught, or rolled. The ball must be clearly hit so that the impact causes a crisp rebound.

11.7.2. The ball is hit out of bounds.

11.7.3. The ball is not returned to the opponent's court in less than four hits.

11.7.4. A double hit occurs. A player cannot play the ball more than once unless it has touched another player.

11.7.5. Failure to make a good serve. A side out shall be called if the ball touches the net; passes under the net; lands outside the boundary lines without being touched by an opponent; touches a teammate, an official, or the net supports.

11.7.6. The ball is struck with any part of the body below the waist.

## **11.8. Scoring**

11.8.1. Points can be earned only by the team serving the ball.

11.8.2. A side out, i.e. a change in which team serves the ball, is awarded to a team receiving the ball.

11.8.3 Point or Side Out. The penalty for a foul or error shall be a point or side out, as applicable.

11.8.4. Foul Takes Precedence. When a foul and an error occur simultaneously, only the foul shall be penalized.

## Chapter 12

### PHYSICAL TRAINING

**12.1. Introduction.** Physical Training (PT) is the springboard for health and fitness programs that are critical to development. As such, PT is not punishment, or intended to create a high-pressure atmosphere for participants. The primary purpose of PT is to emphasize the importance of fitness, promote teamwork, and develop the discipline necessary to participate in fitness activities. PT provides an active beginning to the training day and introduces cadets to military physical training.

**12.2 Conduct.** The cadet NCO staff conducts PT. Cadet officers participate at the rear of the formation, correcting poor performance. PT is performed in the following sequence: forming, rotationals, stretching, calisthenics, activity, and cool-down.

**12.3. Formation.** Use the following sequence of commands to form an extended rectangular formation:

12.3.1. The First Sergeant will direct "Form for PT".

12.3.2. Flight Sergeants will command:

12.3.2.1. Extend to the Left, MARCH.

12.3.2.1.1 In line formation, element leaders stand fast and all cadets raise both arms to their sides to shoulder level.

12.3.2.2. Arms Downward, MOVE.

12.3.2.2.1 All cadets lower their arms sharply to the sides.

12.3.2.3 Left, FACE.

12.3.2.4. Extend to the Left, MARCH.

12.3.2.4.1 The first element stands fast. All cadets to the left of the element leaders move quickly to the left to obtain double interval with 12" between fingertips.

12.3.2.5. Arms Downward, MOVE.

12.3.2.6. Right, FACE.

12.3.2.7. From Front to Rear, COUNT OFF.

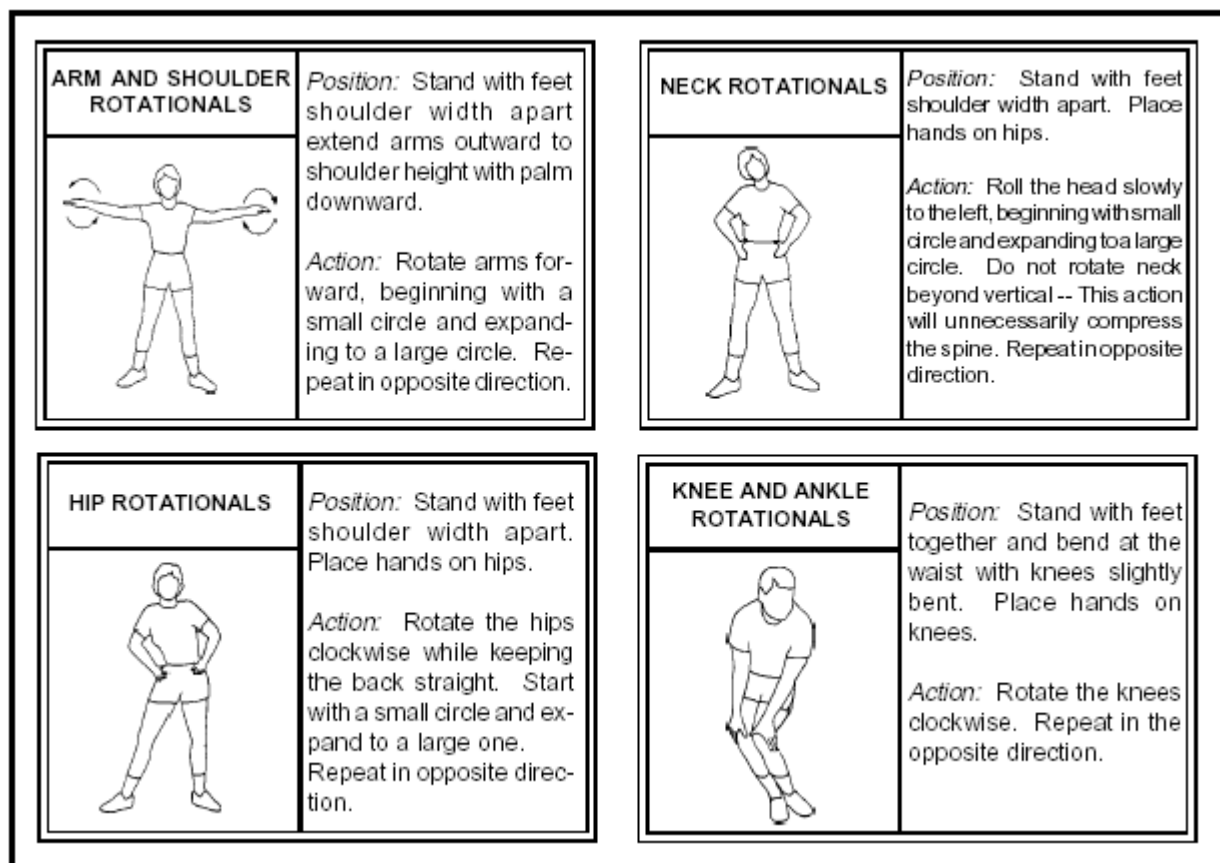
12.3.2.7.1. All cadets in an element turn their heads to the right, count off their element number over their shoulder (i.e.. First element counts “ONE” over their shoulder, second element counts “TWO”, etc.), then return to the position of attention.

12.3.2.8. Even Numbers to the Left, UNCOVER.

12.3.2.8.1. All cadets in an even numbered element take one large step to the left, centering between the two cadets of the element in front.

12.3.3. To re-form a flight in line, the command is: Assemble to the Right, MARCH. All cadets double time to their original positions.

**12.4. Rotationals.** After the flight is prepared for PT, the First Sergeant begins rotationals. Conduct rotationals in sequence from head to toe, following the sequence identified in Figure 12.1.



**Figure 12.1. Rotationals.**

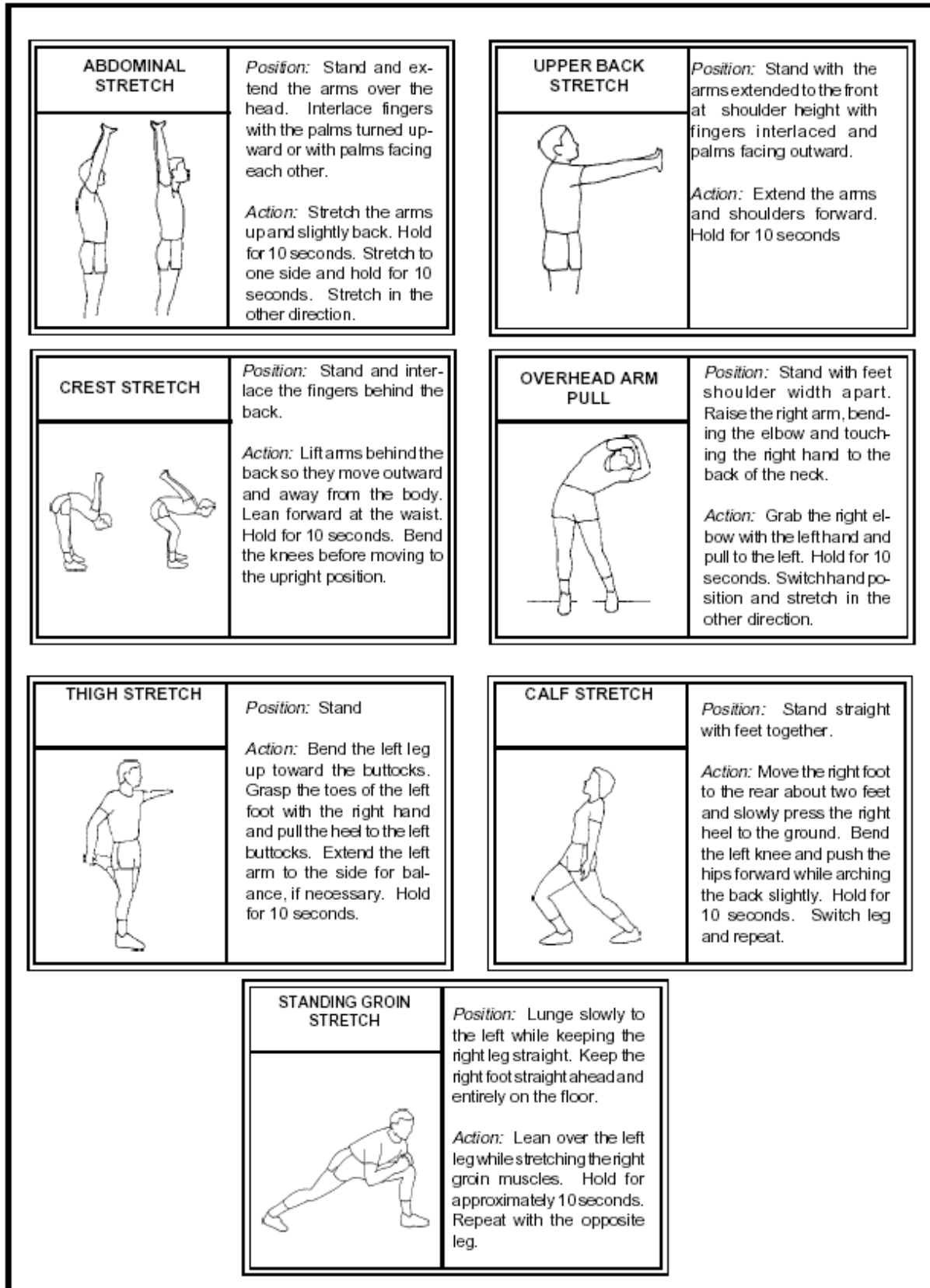


Figure 12.2. Stretches.

**12.5. Stretching.** Flexibility is an important component of fitness and can assist cadets in performing PT. Stretching is designed to increase muscle length and improve tendon range of motion to prevent injury and to allow muscles to become stronger. Stretch sequentially from head to feet and use only static stretches. Conduct stretches in an organized fashion without regimentation and hold each stretch for approximately ten seconds. Stretch all major muscle groups. Selected stretches are depicted in Figure 12-2.

**12.6. Calisthenics.** Calisthenics are conducted in a regimented fashion by the First Sergeant and is designed to increase the heart rate of the cadet and prepare for aerobic activity. During the first PT period, the First Sergeant should ask if cadets have questions, and should demonstrate the calisthenics if necessary. After cadets are familiar with the exercises, the First Sergeant merely needs to say what the exercise is, command cadets to the start position and have them begin exercising in cadence. Recommended calisthenics are identified in Figure 12-3.

12.6.1. Sequence. Bring the unit to attention, name the exercise, move cadets into the start position [if different from the position of attention], then begin the exercise in cadence.

12.6.2. To halt the exercise, the First Sergeant controls the formation by using a rising vocal inflection for the final repetition of the exercise.

12.6.3. After cadets have halted, the First Sergeant says, "Position of Attention, MOVE" [if the starting position is anything other than the position of attention.]

12.6.4. The First Sergeant may move directly into the next exercise, or may command AT EASE.

**12.7 Aerobic Activity.** After calisthenics, the First Sergeant should direct the aerobic activity of the day. Normally, this involves a run, but another aerobic activity can be substituted.

**12.8. Cool-Down.** Never suddenly stop aerobic activity. This can cause pooling of the blood and can lead to a serious medical problem, depending on the intensity of the exercise. At the very least, this will teach a bad habit at the conclusion of exercise. After the aerobic activity, have cadets slowly return to a normal heart rate by walking, then conducting some stretches. This will help both the cool-down and may help reduce soreness the following day.

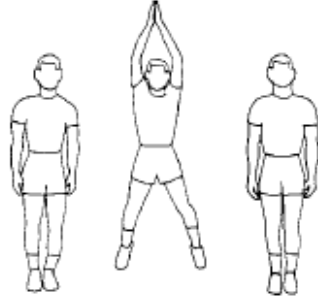
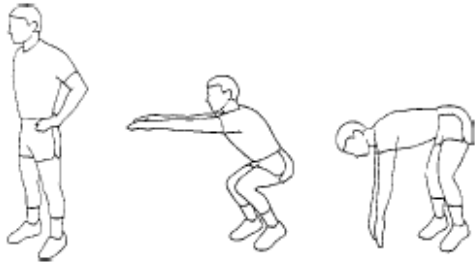
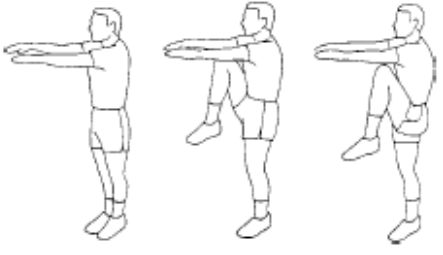

SIDE STRADDLE HOP	SQUAT BENDER
	
<p><i>Start Position:</i> Position of Attention</p> <p><i>Action:</i> (1) Jump slightly into the air while moving the legs more than shoulder width apart. (2) Jump slightly into the air while swinging the arms downward and returning to the position of attention. (3) Repeat step 1. (4) Repeat step 2. Use a moderate cadence.</p>	<p><i>Start Position:</i> Stand with feet shoulder width apart, hands on hips, thumbs in the small of the back, and the elbows back.</p> <p><i>Action:</i> (1) Bend at the knees, lower yourself to half-squat. Extend arms forward to shoulder level, with elbows locked and palms down. (2) Recover to start position. (3) Keeping knees slightly bent, bend forward at the waist and touch the ground in front of the toes. (4) Recover to start position.</p>
THE ENGINE	KNEE BENDER
	
<p><i>Start Position:</i> Stand with arms straight out and in front of the body. The arms should be parallel to the ground with the palms facing downward.</p> <p><i>Action:</i> (1) Bring the knee up to the left elbow. (2) Recover to the start position. (3) Touch the right knee to the right elbow. (4) Recover to the start position. Be sure to keep the arms parallel to the ground throughout the entire exercise. Use moderate cadence.</p>	<p><i>Start Position:</i> Stand with feet shoulder width apart, hands on hips, thumbs in the small of the back., and elbows back.</p> <p><i>Action:</i> (1) Bend at the knees, lean slightly forward at the waist with the head up, and slide the hands along the outside of the legs until the extended fingers reach the middle of the lower leg. (2) Recover to the start position. (3) Repeat step 1. (4) Repeat step 2. Do not bend knees beyond a 90 degree angle.</p>

Figure 12.3. Calisthenics.


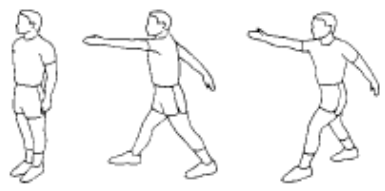
THE PUSH-UP	CROSS-COUNTRY SKIER
 <p>SHOULDER WIDTH HAND POSITION</p> <p>CLOSE HAND POSITION</p> <p>WIDE HAND POSITION</p> <p>To vary the exercise, you may place the hands together or far apart. Use a moderate cadence.</p>	
<p><i>Start Position:</i> Assume the front leaning rest position with the body forming a generally straight line.</p> <p><i>Action:</i> (1) Keeping the body straight, lower the body until the upper arms are at least parallel to the ground. (2) Push yourself up to start position by completely straightening the arms. (3) Repeat step 1. (4) Repeat step 2..</p>	<p><i>Start Position:</i> Position of attention.</p> <p><i>Action:</i> (1) Jump slightly in the air and move the left foot forward, landing with both knees slightly bent. At the same time, move the right arm upward and forward to shoulder height and left arm as far back as possible. (2) Jump slightly moving the right foot and left arm forward and the left foot and right arm back. (3) Repeat step 1. (4) Repeat step 2.. Use a moderate cadence.</p>

Figure 12.4. Calisthenics Continued.

## Chapter 13

### AWARDS

**13.1. Purpose.** The awards program was designed to recognize achievement at encampment. Each staff member should remember that the mission of encampment is training CAP members, not to win awards. To this end, staff members are reminded that the training program and schedule must be followed at all times. Short cuts and “program cheating” are not allowed.

#### **13.2. Flight Awards and Criteria.**

13.2.1. **Honor Flight.** Awarded Daily. Flights will be evaluated on the following areas:

- Drill Performance
- Customs and Courtesies
- Esprit de Corps/Morale/Attitude
- Uniform Wear
- Barracks condition
- Teamwork

13.2.1.1. The staff may elect to award privileges to the daily honor flight. A ribbon will be presented to the honor flight to display on their guidon pole.

13.2.2. **Encampment Honor Flight.** Flights will be evaluated on the following:

- Drill performance
- Uniform wear
- Group Inspection
- Workbook scores
- Level of Teamwork
- Attitude and Customs and Courtesies

13.2.2.1. A ribbon will be presented to the honor flight to display on their guidon pole and a plaque will be presented to the honor flight commander.

13.2.3. **Group Volleyball Competition.** A ribbon will be presented to the flight that wins the volleyball competition to display on their guidon pole.

13.2.4. **Group Drill Competition.** A ribbon will be presented to the flight that wins the drill competition to display on their guidon pole.

### 13.3. Individual Awards and Criteria.

13.3.1. **Encampment Commander's Award for Outstanding Achievement.** Selection of the Outstanding Basic Cadet (Honor Cadet) must be done carefully and without prejudice. The basic criteria for selection is:

- Appearance
- Attitude
- Motivation
- Character
- Desire to excel
- Progression at encampment
- Leadership potential

13.3.1.1. The Outstanding Cadet should be the best cadet that the encampment has produced. The flight staff should look for the individual that has gained the most from encampment, while being a team player and motivating the flight to excel. The encampment must have been a positive and challenging experience for the individual that is selected.

13.3.1.2. After consultation with all members of the Flight Training Staff, the Flight Commander selects two cadets to be interviewed by the Squadron Commander's Review Board.

13.3.1.3. The Squadron Commander invites at least one additional cadet staff member and an impartial senior member to interview cadets recommend by each flight. The review board uses the same criteria listed above and recommends one cadet to be interviewed by the Group Commander's Review Board.

13.3.1.4. The Group Commander's board will consist of: CTG Commander, CTG Deputy Commander, Encampment Commander, Commandant, and at least one other staff member invited by the CTG Commander.

13.3.2. **Wing Commander's Award for Academic Excellence.** Awarded to the cadet with the highest final exam scores. In the event of a tie, cadets will be interviewed by the board outlined in 13.3.1.4. above.

13.3.3. **Commandant's Award for Leadership.** Awarded to the cadet member (basic or staff) that demonstrated outstanding leadership skills during the encampment. The Commandant of Cadets selects this individual.

13.3.4. **Cadet Commander's Award for Staff Excellence.** Awarded to the Cadet Staff member that performs their job in an outstanding fashion. The CTG Commander selects this individual.

13.3.5. **Chaplain Loren Brown Award for Outstanding Leadership.** Awarded to the Tactical Officer that sets the best example for the cadet and senior staff. They exhibit good

uniform practices, exemplary customs & courtesies, good training techniques, and superior counseling skills. The selection committee will include the Encampment Commander, Commandant of Cadets, Executive Officer, and the CTG Commander.

## Chapter 14

### DRILL AND CEREMONIES

**14.1. Scope:** This chapter addresses drill and ceremonies in the unusual situation of Cadet Training Group encampments. It is designed to augment and clarify procedures outlined in AFMAN 36-2203. It is not intended for universal application within California Wing. Each unit should review their individual situation and determine if modifications to AFMAN 36-2203 are required for local conditions based on paragraph 1.1.1., AFMAN 36-2203.

#### **14.2. Clarification of drill movements:**

14.2.1. *Clarifies paragraph 2.2., AFMAN 36-2203.* These rules for commands are general, and not applicable in all situations.

14.2.1.1. For instance, paragraph 2.2.1., AFMAN 36-2203 specifies leaders be at the position of attention when giving commands. This is generally true, but not in all circumstances. For instance, during ceremonies, the Commander of Troops remains at present arms when commanding **Staff, Order, ARMS**.

14.2.1.2. Another example these rules are general is in paragraph 2.2.3., AFMAN 36-2203, which specifies supplementary commands are given over the right shoulder. However, this is not necessarily true when giving supplementary commands for forming a single file or multiple files.

14.2.2. *Clarifies paragraph 3.6., AFMAN 36-2203.* The term “in ranks,” as used in this paragraph, refers to cadets standing within the formation. Cadets in charge of the formation are not considered “in ranks” (as mentioned in paragraph 3.6.3., AFMAN 36-2203). This is also true for element leaders, when rendering individual reports. Subsequently, those in leadership positions will turn their eyes and head toward the person saluted when receiving or rendering reports, or when assuming control of their units.

14.2.3. *Clarifies paragraph 3.8., AFMAN 36-2203.* The procedures outlined for eyes right apply only to the conduct of drill. Units employ different procedures during the conduct of ceremonies, as outlined in chapter 7, AFMAN 36-2203.

14.2.4. *Clarifies paragraph 3.18., AFMAN 36-2203.* A face in marching to the left is not clearly described. The following procedures apply. On the command **MARCH of Left Flank, MARCH**, when given from the halt, the cadet executes a 90-degree pivot on the ball of the right foot and, at the same time, steps off with the left foot in the new direction and with coordinated arm swing. This corresponds with paragraph 3.9.1., AFMAN 36-2203, which specifies all steps and marching begin with the left foot, except right step and close march.

14.2.5. *Clarifies paragraph 3.19., AFMAN 36-2203.* When cadets are marching other than at attention, the cadet in charge of the formation calls the flight to attention by commanding **Flight, ATTENTION**, then reestablishes the cadence by counting for eight steps. Once the flight has resumed marching in cadence, the cadet in charge may execute precision movements.

14.2.6. *Clarifies paragraph 4.5.6., AFMAN 36-2203.* Physiologically, an element leader is unable to see the inspector out of the corner of his or her eye, after the inspector has completed inspecting the rear of the rank. Subsequently, the element leaders will command **Parade, REST** after the subsequent element leader calls the following element to attention.

14.2.6.1. The fourth element leader will have the element remain at attention, if the flight sergeant is inspected as part of the flight.

14.2.6.2. If, however, the flight sergeant acts as the recorder, the fourth element leader will command **Parade, REST** after the inspector inspects the rear of his or her element, and prior to the inspection of the recorder.

14.2.7. *Clarifies paragraph 4.4.1.4. and paragraph 5.4., AFMAN 36-2203.* Flight alignment procedures are not clearly described in relation to aligning the squadron. The following applies. The flight commander of the base flight aligns the flight to the right. However, flight commanders of subsequent flights align their flight based on the base flight. Although commands remain the same, the flight commander does not move to the flank of the flight toward which the dress is made, but to the flank which allows the flight commander to align the flight on the base flight. For example, the flight commander of the flight to the left of the base flight, moves by the most direct route to a position on the left flank of the flight and verifies the alignment of the front rank in relation to the base flight.

14.2.8. *Clarifies paragraph 5.11., AFMAN 36-2203.* Squadron dismissal is not clearly described. The following procedures apply. The squadron commander may dismiss the squadron, or direct the first sergeant to dismiss the squadron.

14.2.8.1. When the squadron commander dismisses the squadron, he or she commands **DISMISS YOUR FLIGHTS** or **TAKE CHARGE OF YOUR FLIGHTS**. Flight commanders salute, turning their heads and eyes toward the squadron commander. The squadron commander returns all salutes with one salute. After salutes are exchanged, the squadron commander, first sergeant, and guidon bearer leave the formation. The flight commander may dismiss the flight, direct the flight sergeant to dismiss the flight, or may conduct other business as necessary.

14.2.8.2. When the squadron commander directs the first sergeant to dismiss the squadron, he or she commands **FIRST SERGEANT**. On this command, the first sergeant takes the most direct route to a position three paces from the squadron commander. The first sergeant halts and salutes. The squadron commander returns the salute and commands **DISMISS THE SQUADRON**. The first sergeant salutes and the squadron commander returns the salute and falls out. At the same time, flight

commanders and the guidon bearer fall out. The first sergeant executes an about face, and the flight sergeants take their posts three paces in front of and centered on their flights. The first sergeant then orders the flight sergeants to dismiss their flights by giving the command **DISMISS YOUR FLIGHTS** or **TAKE CHARGE OF YOUR FLIGHTS**. Flight sergeants salute, turning their heads and eyes toward the first sergeant. The first sergeant returns all salutes with one salute. After salutes are exchanged, the first sergeant falls out. The flight sergeant may command **DISMISSED**, **FALL OUT**, or conduct other business as necessary.

14.2.9. *Clarifies paragraph 6.1.1., 6.1.2., and 6.3.3., AFMAN 36-2203.* The Cadet Training Group forms daily for purposes other than ceremonies. Except in unusual circumstances, the Cadet Training Group forms in line, with squadrons in line and flights in line (as allowed in paragraph 6.3.1. and 6.5., AFMAN 36-2203). Cadet Training Group squadrons are designated numerically, rather than alphabetically, based on historical precedence.

### 14.3 Daily Cadet Training Group Retreat:

14.3.1. For daily Cadet Training Group formations, units of the group assemble in the prescribed location at the specified hour. The group will form in line, with squadrons in line, and flights in line at normal interval. Flight sergeants will position their flight in the area so that the group is at proper interval and in alignment. Alpha Flight is the base flight. At a specified time, the Sergeant Major commands **ASSEMBLE YOUR SQUADRONS**.

14.3.2. First sergeants face about in unison and command, in succession from right to left, **FALL IN**. Flight sergeants face about and command **REPORT**. Remaining in position, element leaders in succession from front to rear of each flight turn their heads and eyes toward the flight sergeant and report \_\_\_\_\_ **Element, all present** or \_\_\_\_\_ **Element, (number) person(s) absent**. The flight sergeant turns his or her head and eyes toward the element leader, and returns each individual element leader's salute after the element leader's report. Once all elements render reports, the flight sergeant faces about.

14.3.3. First sergeants, in succession from right to left, command **REPORT**. Flight sergeants, beginning with the right flight, successively turn their heads and eyes toward the first sergeant, salute and report \_\_\_\_\_ **Flight, all present or accounted for** or \_\_\_\_\_ **Flight, (number) persons absent**. The first sergeant turns their heads and eyes toward the flight sergeant, and returns each flight sergeant's salute after the flight sergeant's report. After all flight sergeants of the squadron render a report, the first sergeant faces about.

14.3.4. When all first sergeants have faced about, the Sergeant Major commands **REPORT**. First sergeants, in succession from right to left, turn their heads and eyes toward the Sergeant Major and report \_\_\_\_\_ **Cadet Training Squadron all present or accounted for**. The Sergeant Major turns his or her head and eyes toward the first sergeant and returns each first sergeant's salute after the first sergeant's report.

14.3.5. Once all first sergeants complete their reports, the Sergeant Major commands **POST**. All NCOs face about and move by the most direct route to their positions. The adjutant takes his or her post to receive the report.

14.3.6. Once NCOs have assumed their posts in formation, the Sergeant Major faces about, salutes, and reports **All present or accounted for, Sir (Ma'am)**. The adjutant returns the salute. Without command, the Sergeant Major proceeds to his or her post. When the Sergeant Major drops his or her salute, squadron commanders, guidon bearers, and flight commanders, march to their posts in unison.

14.3.7. Once all officers are in their positions, the adjutant commands **GIVE YOUR SQUADRONS PRESENT ARMS**. Squadron commanders face about in unison and in succession from right to left, command **Present, ARMS**. Flight commanders give supplementary commands over their right shoulders. Squadron commanders face about and execute present arms. The adjutant faces about and executes present arms.

14.3.8. The group commander and deputy march to their positions in front of and facing the adjutant, with the group commander centered on the adjutant. The adjutant reports **Sir (Ma'am), all present or accounted for**. The group commander returns the salute and commands **TAKE YOUR POST**. The adjutant moves directly toward the group commander, executing a 45-degree pivot while marching to the left, executes a 45-degree pivot while marching to the right, halts in position, and executes and about face.

14.3.9. The group commander commands **GIVE YOUR SQUADRONS ORDER ARMS**. Squadron commanders drop their salutes and face about in unison, then command in succession from right to left, **Order, ARMS**. Flight commanders drop their salutes upon hearing the preparatory command and give supplementary commands over their right shoulders.

14.3.10. Once the group is at order arms, the group commander commands **PUBLISH THE ORDERS**. The adjutant marches to a post in front of the group commander, facing the squadrons. The adjutant publishes the orders of the day, commanding **ATTENTION TO ORDERS: The Cadet Training Group, California Wing, Civil Air Patrol, United States Air Force Auxiliary ... by order of \_\_\_\_\_, Cadet Colonel (or Lieutenant Colonel), CAP, Commander**. When complete, the adjutant faces about, and returns to his or her post.

14.3.11. The group commander commands **GIVE YOUR SQUADRONS PARADE REST**. Squadron commanders face about in unison, and command in succession from right to left, **Parade, REST**. Flight commanders give supplementary commands over their right shoulder. Once the squadron is at parade rest, the squadron commander faces about and assumes parade rest.

14.3.12. When the group is at parade rest, the group commander commands **Change Post, MARCH**. The adjutant and deputy walk forward three paces, halt, and execute an about face, in unison with the group commander, automatically without command. If the staff consists of more than two members, follow the procedures described in paragraph 7.18.4.2.,

AFMAN 36-2203. After changing post, the group commander commands **Parade, REST**, and assumes parade rest in unison with his or her staff.

14.3.13. The group commander commands **SOUND RETREAT**. The band, or a designated audiovisual person, plays retreat.

14.3.14. After retreat concludes, the group commander commands **Staff, ATTENTION**. The group commander assumes attention in unison with his or her staff. The group commander faces about and commands **GIVE YOUR SQUADRONS ATTENTION**. Squadron commanders face about in unison, then command in succession, from right to left, **Squadron, ATTENTION**. Flight commanders assume the position of attention at the preparatory command, and give a supplementary command of **Flight** over their right shoulder. Squadron commanders face about.

14.3.15. Once all units are at attention, the group commander commands **GIVE YOUR SQUADRONS PRESENT ARMS**. Squadron commanders face about and command **Present, ARMS**. Flight commanders give supplementary commands. The squadron commander faces about and presents arms. The group commander faces about, and commands **Staff, Present, ARMS**. The group commander presents arms in unison with his or her staff.

14.3.16. The band, bugler, or designated audiovisual person plays To the Colors. The group commander commands **Staff, Order, ARMS** when the last note of the music is played, and the flag is securely grasped. The group commander assumes order arms in unison with his or her staff. The group commander commands **Change Post, MARCH**. Once the staff has reversed, the group commander commands **GIVE YOUR SQUADRONS ORDER ARMS**. Squadron commanders face about in unison, and command in succession from right to left, **Order, ARMS**. Flight commanders drop their salutes on the squadron commander's preparatory command and give supplementary commands over their right shoulders.

14.3.17. The group commander commands **TAKE CHARGE OF YOUR SQUADRONS**. Squadron commanders salute, turning their heads and eyes toward the group commander. The group commander returns all salutes with one salute. The group commander then marches the group staff off the field.

#### **14.4. Cadet Training Group Parade Ceremony:**

##### **14.4.1. Assembly.**

14.4.1.1 Squadrons form on the parade ground at the designated time, facing the reviewing stand. The group forms in line, with squadrons in line, and flights in line at normal interval. All units form on the ready line. Alpha Flight serves as the base flight. The Sergeant Major and squadron first sergeants comprise the color guard. The Cadet Training Group Commander will act as the commander of troops. The encampment commander will act as the Local Commander.

14.4.1.2. The adjutant takes a position on the final line six paces to the right of the first unit.

#### 14.4.2. March On.

14.4.2.1. At the designated time, the adjutant begins the ceremony by commanding **SOUND ADJUTANT'S CALL**. Squadron commanders come to attention at the first note of the music, and face about in unison. After the completion of adjutant's call, squadron commanders, in succession from right to left, command **Squadron, ATTENTION**. (Flight commanders relay all preparatory commands given by squadron commanders.)

14.4.2.2. In succession, squadron commanders command **GUIDE ON LINE** at the first note of the march music. Flight guides double time to the final line, face to the right, and align on the adjutant. As soon as the guides have established themselves on line, squadron commanders, in succession from right to left, command **Forward, MARCH**, and march backward. The squadron commander commands **Squadron, HALT** so that the right shoulder of the right individual in the front rank in each flight touches the back of the guide.

14.4.2.3. Once halted, the squadron commander commands **Dress Right, DRESS**. Flight commanders check alignment, with Alpha Flight commander aligning his or her flight on the right flank, and subsequent flight commanders checking alignment on the left flank, so that they can align on the base flight. Once the squadron is aligned, the squadron commander commands **Ready, FRONT** and faces to the front.

14.4.2.4. Once all squadrons have halted on the final line, the adjutant moves with dignity at adjutant's cadence by the most direct route to a position midway between the line of squadron commanders and the group commander. The adjutant halts facing down the line of troops, then executes left face.

14.4.2.5. Once all squadrons have halted on the final line, the band stops playing marching music.

14.4.2.6. Guidon bearers face to the right as the squadron is dressed. They face to the front on the squadron commander's command of **Ready, FRONT**.

14.4.2.7 After all elements are aligned, and the adjutant is at his or her post, the adjutant commands **G-u-i-d-e-s, POST**. On this command, guides take one pace forward with coordinated arm swing, halt, and execute a left face.

14.4.2.8 The adjutant commands **GIVE YOUR SQUADRONS PARADE REST**. Squadron commanders face about in unison, then command in succession, from right to left, **Parade, REST**. Squadron commanders face about and assume parade rest.

14.4.2.9 Once all units are at parade rest, the adjutant commands **In Place, SOUND OFF**. The band plays three chords of sound off, the introduction to a march, then repeats the three chords of sound off.

14.4.2.10. The group command and staff stand at attention during the sound off ceremony.

14.4.2.11.. If a band is present, the band will conduct sound off and troop the line. Follow procedures outlined in paragraph 7.10.1., AFMAN 36-2203.

14.4.2.12.. At the conclusion of sound off, the adjutant commands **GIVE YOUR SQUADRONS ATTENTION**. Squadron commanders come to attention in unison, face about, and in succession from right to left, command **Squadron, ATTENTION**. Squadron commanders then face about.

### 14.4.3. Formation of Parade.

14.4.3.1. The adjutant commands **GIVE YOUR SQUADRONS PRESENT ARMS**. Squadron commanders face about in unison, and command in sequence from right to left, **Present, ARMS**. Squadron commanders face about and present arms.

14.4.3.2. Once all units are at present arms, the adjutant faces about, salutes, and reports **Sir (Ma'am), the parade is formed**. The group commander returns the salute and commands **TAKE YOUR POST**. The adjutant moves directly toward the group commander, executing a 45-degree pivot while marching to the left, executes a 45-degree pivot while marching to the right, halts in position, and executes an about face.

14.4.3.3. The group commander commands **GIVE YOUR SQUADRONS ORDER ARMS**. Squadron commanders drop their salutes and face about in unison, then command in succession from right to left, **Order, ARMS**. Squadron commanders face about.

14.4.3.4. The group commander commands **RECEIVE THE REPORT**. The adjutant returns to his or her original position reversing the previous procedures, and commands **REPORT**. Squadron commanders, in succession from right to left, turn their heads and eyes toward the adjutant and report \_\_\_\_\_ **Cadet Training Squadron all present or accounted for, Sir (Ma'am)**. The adjutant turns his or her head and eyes toward the squadron commanders and returns each commander's salute after the report. The adjutant faces about, salutes, and reports, **Sir (Ma'am), all present or accounted for**. The group commander commands **PUBLISH THE ORDERS**.

### 14.4.4. Officers Center.

14.4.4.1. The adjutant faces about and commands, **ATTENTION TO ORDERS: The Cadet Training Group, California Wing, Civil Air Patrol, United States Air Force Auxiliary ... by order of \_\_\_\_\_, Cadet Colonel (or Lieutenant Colonel), CAP,**

**Commander.** Then the adjutant commands **Officers** (pause), **Center** (long pause), **MARCH.** The adjutant then returns to his or her position with the staff.

14.4.4.1.1. On the command **Officers**, squadron commanders, flight commanders, and flight guides take three steps forward. Guidon bearers take one step forward.

14.4.4.1.2. On the command **Center**, squadron commanders, guidon bearers, flight commanders, and flight guides face toward the center.

14.4.4.1.3. On the command **MARCH**, the band plays and the officers, guidon bearers, and flight guides march toward the center, maintaining relative positions. First sergeants and flight sergeants move by the most direct route around the flank of their unit nearest the Colors and halt abreast of the front rank. On reaching the center, each individual halts and automatically faces the front at close interval.

14.4.4.1.4. When officers and guidons have reached the center and faced the front, the right and left flank flight commanders say **Sir (Ma'am), all in from the right (left).** The senior squadron commander commands **Forward, MARCH.** First sergeants and flight sergeants move by the most direct route to occupy the command position in front of their unit in the absence of the commander.

14.4.4.1.5. As the formation nears the group commander, the senior squadron commander commands **Officers, HALT.** Officers halt and present arms in three counts. Guidon bearers and flight guides execute the first movement of present arms on the preparatory command **Officers.** They halt at the command of execution and complete present arms in order to halt and conduct the final two steps of present guidon in four counts.

14.4.4.2. The group commander returns the salute and commands **Order, ARMS** to end the salute and return guidon bearers to carry guidon. The group commander then commands **Officers, POST, MARCH.**

14.4.4.2.1. On the command **POST**, officers, guidon bearers, flight guides, first sergeants, and flight sergeants face about.

14.4.4.2.2. On the command **MARCH**, the officers, guidon bearers, and guides step off. First sergeants and flight sergeants return to their positions within their units, reversing the route they used to take command in their commanders' absence.

14.4.4.2.3. The senior squadron commander commands **Officers, HALT** when the leading rank is approximately four paces from the final line. He or she then gives the command **Post, MARCH.**

14.4.4.2.3.1. On the command **Post**, officers, guidon bearers, and flight guides face outward toward their respective units.

14.4.4.2.3.2. On the command **MARCH**, officers move off in succession at four-pace distances. Unit commanders, Guidon bearers, and guides execute a flanking movement upon arriving at their respective units and halt in their original positions in the formation.

14.4.4.2.4. When all commanders, guidon bearers, and guides have returned to their respective units, the squadron commander commands **POST**. All personnel, to include the squadron commander, face about at the command.

#### **14.4.5. Presentation of Command and Inspection.**

14.4.5.1. In this phase of the ceremony, the group commander, presents the cadets to the reviewing officer. If honors are appropriate for the reviewing officer, all military personnel in the audience come to attention and render a salute from the first note of ruffles and flourishes until the music ends. Details of honors are outlined in attachment 1, AFR 900-6.

14.4.5.2. The group commander commands **GIVE YOUR SQUADRONS PRESENT ARMS**. Squadron commanders face about in unison, then command in succession from right to left, **Present, ARMS**. Squadron commanders face about and present arms.

14.4.5.3. After all units are at present arms, the group commander commands **Change Post, MARCH**. The adjutant and deputy walk forward three paces, halt, and execute an about face, in unison with the group commander, automatically without command. If the staff consists of more than two members, follow the procedures described in paragraph 7.18.4.2., AFMAN 36-2203.

14.4.5.4. The group commander faces about, and commands **Staff, Present, ARMS**. The group commander presents arms in unison with his or her staff. The group commander reports to the reviewing officer, **Sir (Ma'am), I present the command**. Ruffles and flourishes and a march are played if the reviewing officer warrants it.

14.4.5.5. The group commander commands **Staff, Order, ARMS**. The group commander lowers his or her salute in unison with the staff. The group commander faces about and commands **GIVE YOUR SQUADRONS ORDER ARMS**. Squadron commanders face about in unison, then command in sequence from right to left, **Order, ARMS**. Squadron commanders face about.

14.4.5.6. The group commander commands **GIVE YOUR SQUADRONS PARADE REST**. Squadron commanders face about in unison and in sequence from right to left, command **Parade, REST**. Squadron commanders face about and assume parade rest.

14.4.5.7. The group commander faces about and reports, **Sir (Ma'am), the command is prepared for inspection**.

14.4.5.7.1. The encampment commander escorts the reviewing officer to a position six paces in front of the group commander. The two exchange salutes; their staffs do not salute. Once the reviewing party departs, the senior staff officer of the group staff commands, **Parade, REST**. After the inspection is completed, the senior staff officer commands **Staff, ATTENTION** before the return of the group commander.

14.4.5.7.2. The group commander guides the reviewing party around the formation, starting with the unit on the right of the line, passing immediately in front of the line of flight commanders and then around the rear of the formation. The group commander assumes a position to the right of the reviewing officer, to allow the reviewing officer to view the cadets without impediment. With a three-person reviewing party, the reviewing officer is to the left, the group commander is in the center, and the encampment commander is to the right. With reviewing parties of four, the front rank consists of the reviewing officer to the left and the group commander to the right. The second rank consists of the distinguished guest to the left, and the host commander to the right.

14.4.5.7.3. As the reviewing party approaches, squadron commanders face about and command **Squadron, ATTENTION** but do not salute. Flight commanders command **Eyes, RIGHT** over their right shoulder when the reviewing party approaches the right flank of their unit, and execute present arms. All cadets execute eyes right, to include element leaders and flight guides. As soon as the reviewing officer comes into their line of vision, they follow with their eyes, turning their heads, until the reviewing officer reaches their front. At this point, the head and eyes of each cadet remain fixed to the front. The reviewing officer will return each flight commander's salute.

14.4.5.7.4. As soon as the reviewing officer has cleared the unit, the squadron commander commands **Parade, REST** and assumes the position of parade rest, facing the squadron. The left flank unit remains at attention until the reviewing party has cleared the right rear of the squadron. Other squadron commanders remain facing to the rear and command **Squadron, ATTENTION**, as the party passes to the rear of their units. They then command **Parade, REST**, face to the front, and assume parade rest.

14.4.5.7.5. The reviewing party salutes the US flag when passing in front of it. The group commander gives commands to present and order arms. The members of the color guard execute eyes right as the reviewing party approach six paces from them, and follow the same procedures outlined in paragraph 14.4.5.7.3. above. The unit colors are dipped.

14.4.5.7.6. The inspection terminates in line with the final line, to the right flank of Alpha Flight, or if present, either the band or headquarters flight. The group commander halts the reviewing party, then faces to the half left in marching, takes two steps, and faces about. The encampment commander repositions to the left of the reviewing officer. When the encampment commander is in position, the group

commander exchanges salutes with the reviewing officer. Upon termination of the salutes, the reviewing officer and encampment commander face to the left in marching and return to their posts. The group commander pauses momentarily, faces to the right in marching, and returns to his or her post.

#### **14.4.6. Presentation of Decorations and Honors to the Nation.**

14.4.6.1. After the reviewing party returns to the reviewing stand, the group commander faces about and commands **GIVE YOUR SQUADRONS ATTENTION**. Squadron commanders assume attention and face about in unison, then in succession from right to left, command **Squadron, ATTENTION**. They then face about.

14.4.6.2. The group commander commands, **Persons to receive awards and Colors, CENTER, MARCH**.

14.4.6.2.1. On the command **Persons to receive awards and Colors**, awardees step forward so they are seven paces beyond the line of squadron commanders.

14.4.6.2.2. On the command **CENTER**, awardees face toward the center. The group staff executes right face.

14.4.6.2.3. On the command **MARCH**, awardees step off and march toward the center. The group staff steps off and marches to the right of the formation. They halt on command of the senior staff officer, and execute left face on command. The group commander marches forward and halts six paces from the front rank of the detachment. The Colors march forward eight paces.

14.4.6.2.4. The group commander faces about and commands **Detachment, Forward, MARCH**. After reaching a point five steps from the reviewing officer, the group commander commands **Detachment, HALT**. The group commander salutes and reports, **Sir (Ma'am), the persons to receive awards and the Colors are present**. The reviewing officer returns the salute and directs **PRESENT THE COMMAND**.

14.4.6.3. The group commander passes around the detachment to his post in front of the group staff. The group commander commands **GIVE YOUR SQUADRONS PRESENT ARMS**. Squadron commanders face about, command **Present, ARMS**, face about, and assume present arms.

14.4.6.4. The group commander faces about, and commands (for him or herself, the staff, and the detachment) **Detachment, Present, ARMS**. The band begins to play the national anthem when the detachment presents arms.

14.4.6.5. On completion of the music, the group commander commands **Detachment, Order, ARMS** for him or herself, the staff, and the detachment. He then faces about and commands **GIVE YOUR SQUADRONS ORDERS ARMS**. Squadron commanders

come to order arms, face about, and command **Order, ARMS**. Squadron commanders face about.

14.4.6.6. The group commander commands **GIVE YOUR SQUADRONS PARADE REST**. Squadron commanders face about, command **Parade, REST**, face about again, and assume parade rest. The group commander commands **Staff, Parade, REST**.

14.4.6.7. The reviewing officer and encampment commander make presentations of awards. The group commander is invited to participate when appropriate. At the conclusion of award presentations, the group commander returns to his or her post and commands **Staff, ATTENTION**, followed by **GIVE YOUR SQUADRONS ATTENTION**. Squadron commanders come to attention, face about, command **Squadron, ATTENTION**, and then face about.

14.4.6.8. The group commander commands **Detachment, POST, MARCH**.

14.4.6.8.1. On the command **Detachment, POST**, the Colors execute right about and halt. The remaining personnel face about.

14.4.6.8.2. On the command **MARCH**, the detachment steps off. The senior award recipient gives the command **Detachment, HALT**, when they approach a position in front of the line of squadron commanders. He or she then commands **POST**, whereupon all awardees face their units. Finally, he or she commands **MARCH**, whereupon all awardees return to their original positions.

14.4.6.8.3. When the Colors pass the line of the group staff, the group commander faces him or herself and staff to the left, marches them back to the center of the field, and faces the staff to the right. The group commander faces to the left. When the Colors are in position and the awardees have returned to their units, the group commander faces about to face the reviewing officer and salutes.

#### **14.4.7. March in Review.**

14.4.7.1. The reviewing officer returns the salute and directs **MARCH THE COMMAND IN REVIEW**.

14.4.7.2. The group commander commands **Change Post, MARCH**. After the staff has repositioned itself, the group commander commands **PASS IN REVIEW**.

14.4.7.3. Squadron commanders face about, and command **Right, FACE**. Squadron commanders, flight commanders, first sergeants, flight sergeants, guidon bearers, and guides assume their posts for a squadron in column with flights in column. After repositioning, squadron commanders face about and command **Forward, MARCH**.

14.4.7.4. Squadron commanders command **Column Left, MARCH** so their leading flight executes the movement at the desired location. Flight commanders continue to

give supplementary commands. The squadron commander faces the formation and marches backward until the column is completed. When the lead flight completes the column movement, the squadron commander commands **Forward, MARCH** and faces back to the front.

14.4.7.5. The group staff move forward and execute turning movements to arrive at a position twelve steps in front of the lead unit on the reviewing line.

14.4.7.6. When six paces from the reviewing stand, the group commander and squadron commanders will command **Eyes, RIGHT** for themselves, their staffs, and their guidon bearer, if applicable. They will execute eyes right and present arms or present guidon. Six paces beyond the reviewing stand, the group commander and squadron commanders will command **Ready, FRONT**. On this command, guidon bearers will execute carry guidon.

14.4.7.7. Each flight commander turns his or her head to the right and commands **Eyes, RIGHT**, when the flight is six paces from the reviewing stand. The flight commander will execute present arms, and flight guides execute present guidon. Cadets, except for those on the right flank, will execute eyes right. The squadron commander will command **Ready, FRONT**, when the last rank of the flight is six paces beyond the reviewing stand. On this command, cadets will return their heads and eyes to the front, and the flight guide will execute carry guidon.

14.4.7.8. After executing ready front, the group staff will turn out of the column, and take a post to the right side of the reviewing stand. After the last unit has passed the reviewing stand, the group commander faces the reviewing officer and exchanges salutes, signifying the conclusion of the ceremony.

14.4.7.9. All individuals on the reviewing stand and in the audience will stand and salute the US flag as it passes.

14.4.7.10. The reviewing officer returns the salute of the group commander, and the salutes of subordinate commanders down to and including the flight commanders.

14.4.7.10.1. Other members of the reviewing party do not routinely salute.

14.4.7.10.2. It is tradition among the Tactical Staff to salute the entire Cadet Training Group.

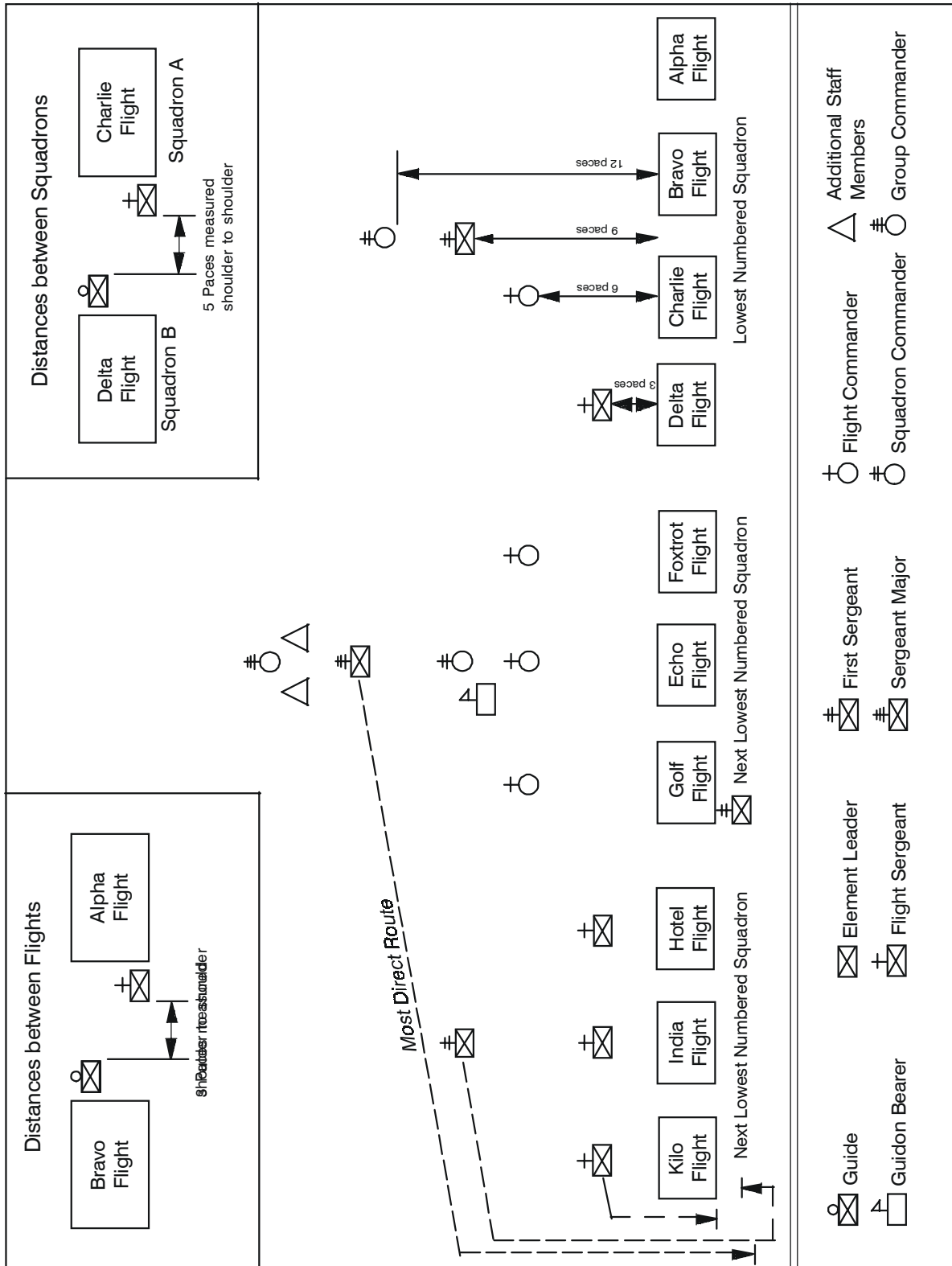


Figure 14.1. Group Formation

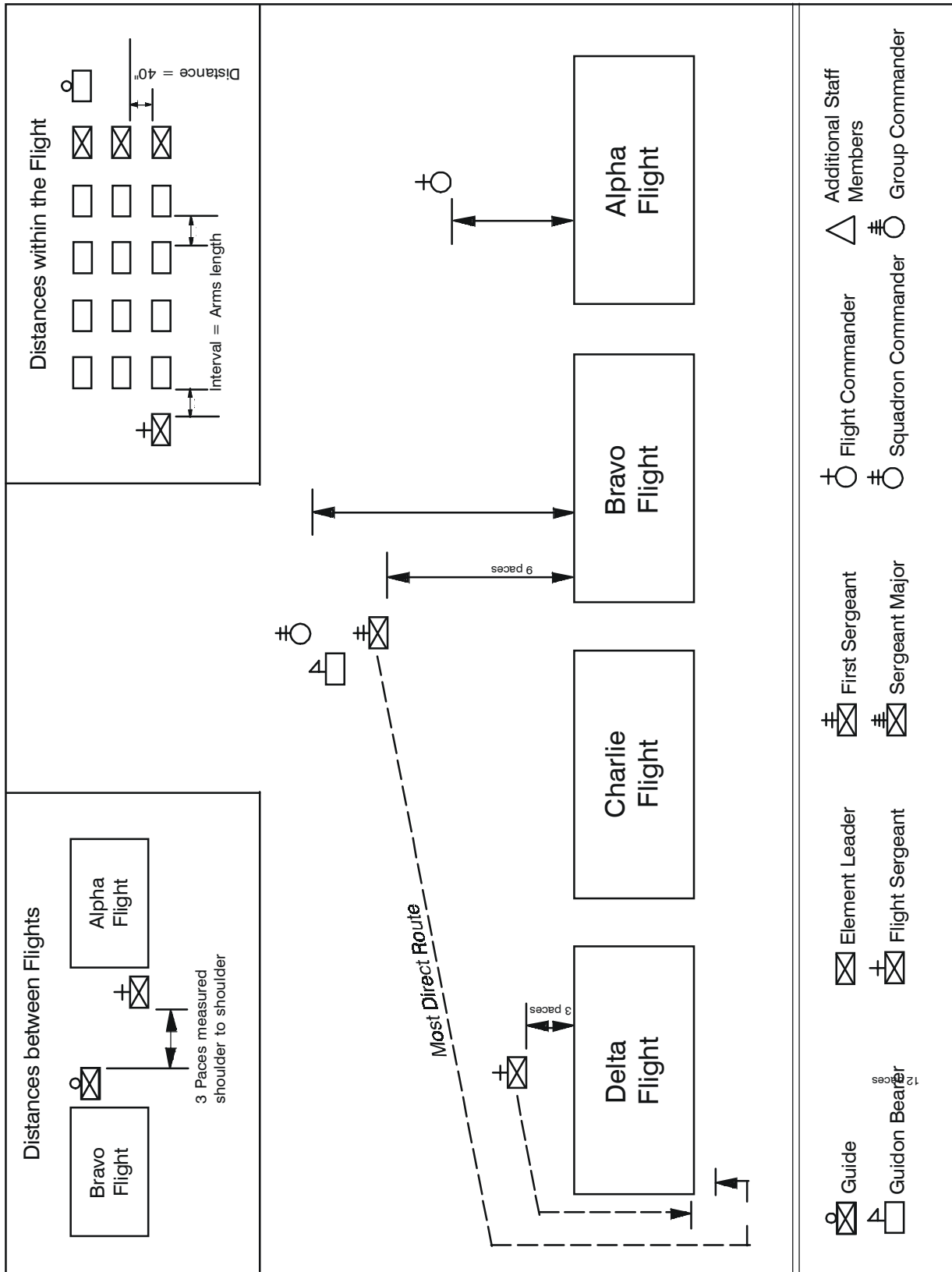


Figure 14.2. Squadron Formation.

## Chapter 15

### HEALTH AND SAFETY

**15.1. Introduction.** The first responsibility of all encampment staff members (cadet and senior) is the health and safety of everyone at the activity. The structured stressful environment of encampment reduces a cadet's ability to care for themselves without aid. Staff members must therefore fill this gap.

#### 15.2. General Recommendations.

15.2.1. Cadets will be observed and attended to at all times during inspections. They should be reminded not to lock their knees, and should be allowed to sit down if they feel sick.

15.2.2. Cadets should have time to care for their personal needs. Flight training staff members will provide time to use the latrine. Do not force a cadet to ask to use the latrine.

15.2.3. Living together in close proximity requires good personal hygiene. Flight staff will encourage good hygiene in a positive, tactful, and diplomatic manner.

15.2.4. Cadets will shower daily. The objective is hygiene not training. Showers are not to be timed or used as training tools. The flight staff will allocate enough time for the entire flight to shower. This time will be structured so that the cadets get clean and no horseplay takes place.

15.2.5. The tactical staff will inspect the feet of each cadet after the evening shower. Flight staff should assist. First aid and preventive action will be made at this time. Serious injuries will be reported to the encampment medical officer as soon as possible.

15.2.6. Each staff member will review the encampment SOP for other safety rules.

#### 15.3. Meals.

15.3.1. Cadets will be briefed on the encampment SOP as it relates to meals prior to attending their first meal. Cadets may be excused from a meal only by a tactical officer, medical officer, the commandant, or encampment commander.

15.3.2. Each cadet is to eat a balanced meal to include protein, grains, vegetables, and dairy products. One glass of water will be consumed as well. This paragraph will not be interpreted to limit the quantity of food or fluid consumed.

**15.4. Laundry.** The flight staff is responsible for insuring that laundry is done in a timely manner. The laundry schedule should be arranged prior to the basic cadets arrival. Remember that personal time may not be allocated for this purpose. Some cadets have limited supply of

uniforms and clothing. It is the flight staff's responsibility that the basic cadets have and wear clean clothes.

**15.5. Personal Time.** Personal time is the cadet's time. Each night, 30 minutes is set aside for cadets to do as they wish-given the restrictions of encampment. They may write letters, talk to other flight members, take another shower, iron uniforms, polish shoes or just go to bed early. There will be no horseplay allowed however, since control must be maintained. At the same time, the cadets must be allowed to relax

**15.6. Building Evacuation Procedure.** Building evacuation routes shall be posted. For building evacuation during duty hours, cadets will proceed quickly in appropriate uniform to nearest exit and then to the pre-designated assembly point. For building evacuation during sleeping hours, cadets will put on athletic shoes and tie them, proceed quickly without running to nearest exit and then to assembly point.

15.6.1. Each flight will walk through the fire evacuation route posted in each building before the end of the first day at encampment.

**15.7. Road Guard Procedures.** Road guards should be used when a flight crosses any road or intersection. A Senior Member will accompany any marching unit and assist in stopping traffic in intersections. Reference Encampment Standard Operating Procedure for road guard procedures.

**15.8. Medical Problems.** The flight training staff's first responsibility is to prevent medical problems. Remain sensitive to environmental conditions and situations that are likely to cause injury or illness.

15.8.1. Tactical officers should check the medical section of the CAPF-31 for each member of their flight for medical conditions.

15.8.2. During the tactical officer's opening assessment interview each cadet should be asked about medications, injuries and medical conditions that might limit the cadet's ability to fully participate at encampment.

## Chapter 16

### CADET STAFF STANDARD OPERATING PROCEDURES

**16.1. Introduction.** How well a staff works together determines the success of an encampment. As such, it is important that all staff members maintain and display a positive constructive attitude in carrying out their assigned duties and responsibilities. This attitude should form the foundation for every decision made and every action taken by a staff member. This chapter outlines some expectations for cadet staff members at encampment.

#### **16.2. Behavior.**

16.2.1. Cadet Staff will adhere to the Cadet Honor Code, Cadet Protection Policy and the California Wing Fraternalization Policy at all times. Noncompliance will result in expulsion from encampment and possible termination from CAP.

16.2.2. The use of alcohol, tobacco, or unauthorized controlled substances by the cadet staff is prohibited. Failure to comply with this requirement will result in immediate dismissal from the encampment.

16.2.3. If a cadet receives an order or directive from another CAP member that is perceived illegal, unsafe, or creates potential liability for the CAP, the staff member receiving the order will bring that order or directive to attention of the member issuing the orders superior.

16.2.4. All staff members will maintain an exemplary level of dignity, self-discipline, and military bearing at all times.

16.2.5. All staff members have the extra responsibility to set an outstanding example for the basic cadets. Their quarters, uniforms, personal grooming, hygiene, customs and courtesies, and their attitude must exceed encampment standards at all times.

#### **16.3. Dining Hall.**

16.3.1. Members of the staff may not arbitrarily cut into the dining hall line. When it is necessary in the performance of one's duty to cut into the line, it shall be done only between flights.

16.3.2. Cadets are not to be disturbed by staff members while eating their meals. The Sergeant Major and First Sergeants are responsible for supervising cadets in the dining hall and will enforce the dining hall procedures. No memory work will be recited.

#### **16.4. Quarters.**

16.4.1. Staff shall maintain their quarters in good order at all times so as to set the example for their subordinates.

16.4.2. When occupying a any room with a member of the opposite sex, the doors will remain open at all time.

16.4.3. All CAP personnel share the responsibility to ensure that the property of Civil Air Patrol and the host facility is respected, properly maintained and accounted for. Items that are broken or appear in substandard repair, should be reported to encampment headquarters as soon as possible.

**16.5. Cadet Staff Personal Time.** At least one hour per night will be scheduled for Staff Personal Time. Staff personal time may not be used for organized training, meetings or classes. Staff members may sleep, read, iron uniforms or anything else they want to do in order to be ready for the next training day.

**16.6. Sleeping.** Cadet Staff members will sleep a minimum of six (6) hours per night.

**16.7. Private Owned Vehicles (POVs).** Cadet Staff members will park their vehicles in the designated parking areas. Cadet staff members over the age of 18 may use their POVs only with the permission of the encampment commander, commandant of cadets or their tactical officer.

**16.8. Communication with Tactical Staff.** Cadet Staff members will notify the appropriate senior member in the following instances: if they need to leave the encampment area, if their flight is leaving the encampment area for a tour, class, or any other reason, in the event of injury.

## Chapter 17

### The Tactical Officer

**17.1. General.** Tactical officers are Civil Air Patrol officers or members of the military who have been specially selected and trained for their role at encampment. Although many are former cadets, there is no requirement for a tactical officer to have been a CAP cadet. Generally, a minimum of one qualified and trained tactical officer is assigned to monitor each flight at encampment. Assistant tactical officers may be assigned as available.

**17.2. Assignments.** It is important to remember that tactical officers are not part of the chain of command within the Cadet Training Group. Tactical officers are appointed by the encampment commander at the recommendation of the commandant of cadets. They are directly subordinate to the commandant. A chief tactical officer may be appointed at larger encampments, with tactical officers subordinate to the chief tactical officer at the discretion of the commandant.

**17.3. Exclusive Responsibilities.** The following functions are the exclusive responsibility of the tactical officer. They may not be delegated to cadet personnel:

17.3.1. Custody of barracks facilities.

17.3.2. Initial “Shakedown” contraband inspection. (sometimes done as part of cadet in-processing.)

17.3.3. Custody of contraband articles and cadets’ personal vehicle keys.

17.3.4. Supervision of cadet telephone calls home.

17.3.5. Daily blister checks, related health matters and medical officer referral.

17.3.6. Personal counseling and Chaplain referral.

17.3.7. Custody and release of cadet personnel to authorized persons.

17.3.8. Cadet staff encountering matters that are considered to be exclusive responsibility of a tactical officer are to notify a tactical officer immediately.

**17.4. Shared Responsibilities.** The following responsibilities are shared by cadet staff members and tactical officers at the flight level:

17.4.1. Safety of all flight personnel.

17.4.2. General welfare of cadets, including heat exhaustion observation/prevention, fluid intake, availability and use of latrine, etc.

17.4.3. Observation, training, and evaluation of basic cadets.

**17.5 Tactical Officer/Cadet Staff Relationship.** Tactical officers are considered to be mentors to cadet staff members. When dealing with flight staff, tactical officers are expected to provide advice and counsel when necessary, while allowing the cadet chain of command to remain intact. Immediate problems of a safety nature shall be corrected at any time when the judgment of the tactical officer so dictates. Matters of technique, command presence, etc. shall be handled in private whenever possible.

**17.6. Participation in Encampment Training.** Tactical staff should be prepared to assist with the training of basic cadets and cadet staff members to the best of their ability. This will include reminding basic cadets of encampment standards as well as mentoring cadet staff.

17.6.1. In addition to their general duties, tactical officers may be given training assignments at the discretion of the Commandant of Cadets. Examples include: academic classroom instructors, firing range support, graduation parade support etc. At the flight level, tactical officers are assigned as part of the Flight Training Staff. They are asked to participate in Squadron Training Meetings and are constantly evaluating flight performance. Cadet staff members should consider tactical officers as a valuable resource for training feedback. Often, tactical officers are able to draw on years of experience to provide examples of solutions to problems that may arise in an encampment environment. The objective of the tactical officer is to allow cadet staff members an opportunity to solve problems first, but advice is always available to cadet staff members merely by asking for it.

**17.7. Tactical Officer's Tasks.** Following is a list of typical tasks for a tactical officer during encampment. This list is not exhaustive, but is meant as a general guide as to what will be expected of a tactical officer.

#### 17.7.1 Daily Meetings & Briefings.

17.7.1.1 Flight Training Meetings. The tactical staff should meet with their flight staff early each day to review the schedule and training goals for that day.

17.7.1.2. Squadron Training Meetings. The Squadron Training Meeting is conducted by the squadron commander with the flight commanders and first sergeant. During this meeting progress on training goals is reviewed and training goals for the next day are discussed. Because of the short length of these meetings, it is important to allow the cadet staff to clear their business before the tactical staff provides their input.

17.7.1.3. Tactical Staff Meetings. Flight level tactical officers should meet with their squadron tactical officers daily to review flight staff performance. Squadron tactical officers will likely meet with the chief tactical officer on a daily basis to review cadet and tactical staff performance. On occasion the entire tactical staff will meet.

17.7.1.4. Tactical Officer Briefing. Flight tactical officers will need to brief their flights on the role of the tactical officer and give a general safety briefing, to include fire exit procedures.

### **17.7.2. Custody of Property & Security.**

17.7.2.1. Building Security. Any time the flight is not in the building, all inside lights should be out, windows closed, and building doors locked.

17.7.2.2. Shake Down Inspection. Often done during in-processing by senior members. Items collected: money (over \$10), credit cards, bus or plane tickets, car keys, weapons, candy, etc. Receipts will be issued for items collected. Collected items will be stored in a secure place and returned at the end of the week.

17.7.2.3. Walk-Through. Each day a walk-through inspection should be performed to note general cleanliness and condition of equipment and stores

17.7.2.4. Check-Out & Cleaning. This will include check-in of linen, and any other equipment, restoring furniture to rooms as received, any special cleaning requirements, etc.

17.7.2.5. Go-Home Cards. California Wing has produced standard "Go-Home Cards" that must be filled out by all cadets before they can be released from an activity. It will be the responsibility of flight tactical officers to ensure that all cadets under their care execute a Go-Home Card at the conclusion of encampment.

### **17.7.3. Health & Safety.**

17.7.3.1. Medication. Cadets who regularly take medication should keep their medication and administer it themselves. The tactical staff should be aware of this self-medication and remind cadets to keep to their schedule.

17.7.3.2. Blister Check. Each evening, preferably right after showers and before personal time, cadets should be checked for blisters and aid administered if necessary.

17.7.3.3. Laundry. Laundry must be done at least once during encampment. While this duty is the responsibility of the flight staff, tactical staff should be prepared to supervise.

### **17.7.4. Counseling & Interviews.**

17.7.4.1. Cadet Interview. During the first days of encampment tactical staff should interview each cadet. Topics to cover: age and level of experience in CAP, experience away from home, ability to participate in physical activity, means of transportation home, emergency contact information, special medical or food needs and the necessity to call someone upon arrival or during the week.

17.7.4.2. Honor Cadet. Tactical staff will be asked to provide input on honor cadet candidates. Performance criteria include: encampment skills, positive attitude, skills improvement, willingness to help others, etc.

17.7.4.3. No Credit. Any cadet who is not participating in the encampment satisfactorily must be interviewed by the commandant of cadets by day 4. Recommendations should be reviewed with the squadron tactical officers.

17.7.4.4. Debriefing. Often after the Graduation Party there is an opportunity to review the week with the members of the flight.

**17.8. Uniforms.** The senior staff sets an example for the cadet staff and basic cadets. Uniforms must always be neat and clean and must be worn in accordance with CAPM 39-1. The duty uniform for senior staff is the same as the announced uniform of the day for cadets. Ribbons are worn for the graduation party and pass in review only.

**17.9. Living Quarters.** Senior staff quarters must be kept in proper order. Often it is necessary to conduct business in these quarters. As with uniforms, the senior staff sets an example for the cadet staff as well as the basic cadets.

**17.10. Legal Issues.** In today's society we cannot afford to ignore our exposure to liability. The following is a lay interpretation offered as a basis for your understanding of the legal responsibility as a member of the senior staff, especially a tactical officer. Should you have any questions, they should be directed to competent legal authority. As senior members, our legal position with respect to cadets is conceptualized in law by the doctrine of "*in loco parentis*," that is, we are acting in the place of parents. Thus we have a legal responsibility to act, nurture, protect and safeguard the cadets from harm, both physical and mental.

17.10.1. Our exposure to liability as individuals may be found under the *Law of Torts*, which holds that a personal wrong is actionable for damages. This means that a senior member's act, or failure to act, could expose the organization as a whole, and the senior member as an individual, to liability in a law suit. Further, individual exposure results not only from the wrong of the individual in question, but may also result from the wrong of another, such as a subordinate or another senior member.

17.10.2. When we take on a position of authority or responsibility, the law brings along with that position a certain amount of *legal* responsibility. In common law, this responsibility falls into two areas, strict liability, and negligence. Strict liability is liability without regard to fault. In the normal course of events in CAP, this area would not usually apply. More applicable is the area of negligence. This concept implies that we have a duty to behave as a reasonable person of ordinary prudence under the same or similar circumstances so as not to expose others to an unreasonable risk of harm.

17.10.3. In a world fraught with risks, how much risk is reasonable? How must we behave and with what "*standard of care*" must we comply to create an atmosphere that is reasonably free of risk? The final analysis of whether that standard has been met in each individual case

would be in the hands of a jury. The law imparts to a person a certain amount of expertise based solely on the position which he occupies. Considering the case of a senior member, the standard of care is much higher than an ordinary person by virtue of the position that he or she holds. We set ourselves up as experts in our area and as a result the standard of care is shifted upward placing the exposure closer to strict liability rather than merely negligence. Thus the senior member is legally responsible to act with expertise whether or not he or she actually possesses such expertise.

17.10.4. It appears then, that we have the legal liability and responsibility of the parent. We have a duty to take care of incidents as they occur and to foresee and protect cadets from damage, both physical and mental. We are responsible for the physical and the emotional and psychological well-being of the cadet. We note that historically we have had few problems because the people working with cadets at this level are usually highly motivated. They care a great deal about the well-being of the cadets. Responsibility to protect cadets from physical damage is obvious. The senior member must always be aware of potential environmental hazards or situations which could result in injury. Less obvious is the responsibility to protect a cadet from psychological damage.

17.10.5. What can we do to reduce our potential for legal problems? The encampment program must be planned and executed with a reasonable standard of care in mind. The senior member must remain sensitive to areas of exposure. We must be very conscious of the possible effect of our actions and the actions of others on the cadets. The staff must always be conscious of safety and be aware of areas where injuries or distress could occur. Beyond that, we must be sensitive to neutralizing the adverse consequences of any incident that might occur.

**17.11. Counseling.** The tactical officer has an important job as a counselor both to the basic cadets and the cadet staff. The role of the tactical officer as counselor is that of an advisor or coach.

17.11.1. Arriving at the encampment, the basic cadets are cast into an environment which may be radically different from anything they have ever encountered before. Encampment is highly structured, stressful, and demands a high level of participation and concentration from each cadet. Some cadets will have more difficulty coping than others. Be alert to identify problems and provide counseling when appropriate. The responsibilities of the cadet staff place them in a similar situation. They too will benefit from counseling. Effective counseling requires that the person being counseled feel that you have a sincere interest in his problem. This is best done using active listening techniques such as the following: eye contact, body language, reflection and asking questions.

17.11.2. Be sensitive to the emotional state of the cadet and his/her feelings. Always maintain respect for the individual; criticize the *behavior*, not the person. Consider: needs, self image and personal worth.

17.11.3. Resolution of a problem may take one of several forms: advice, direction, suggestions, explanation or clarification or self-resolution. If you run into a difficult

situation, share the problem with other senior staff members. We are not professional counselors nor are we here to experiment with counseling skills. Another perspective might be helpful.

**Attachment 1****GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION*****References***

AFMAN 36-2203 *Drill & Ceremonies*

CAPR 52-16 *Cadet Program Management*

CAPP 151 *Standards, Customs, & Courtesies*

CAPR 62-1 *CAP Safety Responsibilities and Procedures*

CAWG 52-16-OI-2 *California Wing Encampment Standard Operating Procedure*

Elizabeth Duffy, "The relationship between muscular tension and quality of performance,"  
*American Journal of Psychology*, (1932) Vol. 44, pp. 531-546.

Robert B. Malmö, *On Emotions Needs and Our Archaic Brain*, (Holt, Reinhart and Winston,  
New York: 1975).

Robert M. Yerkes and John D. Dodson, "The Relation of Strength of Stimulus to Rapidity of  
Habit-Formation" *Journal of Comparative Neurology and Psychology*, (1908) Vol. 18, pp.  
459-482

Simon and Schuster, Publishers, *Webster's New World Dictionary, Second College Edition*,  
David Guralnik, Editor in Chief (New York: 1982).

***Abbreviations and Acronyms***

**AE**—Aerospace Education

**ATF**—Advanced Training Flight

**CAWG**—California Wing

**CTG**—Cadet Training Group

**CTS**—Cadet Training Squadron

**C/1Sgt**—Cadet First Sergeant

**CDR**—Commander

**COC**—Commandant of Cadets

**C/SMAJ**—Cadet Sergeant Major

**ES**—Emergency Services

**ETM**—Encampment Training Manual

**FLT**—Flight

**GP**—Group

**GTM**—Group Training Meeting

**HQ**—Headquarters

**MSA**—Military Support Authorization

**NCO**—Noncommissioned Officer

**PA**—Personnel Authorization

**POV**—Privately Owned Vehicle

**PPT**—Personal Preparation Time

**PT**—Physical Training

**SOP**—Standard Operating Procedure

**SQ**—Squadron

**STM**—Squadron Training Meeting

Attachment 2

ENCAMPMENT EQUIPMENT CHECKLIST				
Use this list to prepare for encampment. The uniform/equipment requirements are the <b>MINIMUMS</b> (unless otherwise stated), please do not attend encampment without the quantities outlined below. All of your items <b>MUST</b> be marked with your last name. Uniform and under shirts should be marked on the shirt tail, underpants should be marked on the waist band, uniform pants should be marked on the product label. <b>YOU WILL NOT HAVE AN OPPORTUNITY TO PURCHASE UNIFORM ITEMS AT ENCAMPMENT.</b> Ref: CAPM 39-1. Place a check mark in the box next to each item as you prepare for encampment.				
UNIFORM ITEMS - MANDATORY		PERSONAL ITEMS - MANDATORY		
✓	Quantity	Description	✓	Description
	2 Each	Shirt, Fatigue (BDU), Woodland Camouflage wing patch, nametape, CAP tape affixed		Deodorant
	1 Each	Trousers, Fatigue (BDU), Woodland Camouflage		Toothbrush
	6 Each	T-Shirt, Black, Crew Neck		Toothpaste/Mouthwash
	1 Each	Utility Cover, Home Unit		Bath Soap (Must be in container)
	1 Each	Web Belt, Dark Blue, with black buckle/tip		Comb/Brush
	6 Pair	Boot Socks, Black or White, Heavy (For wear with high-top boots)		Shampoo
	1 Pair	Boots, Black, Military Issue, High-Top Gm/Blk Fabric Sides-OK / WELL BROKEN IN		Razor w/ Shaving Cream or Electric Razor
	2 Each	Shirt/Overblouse, Light Blue, shade 1550, with wing patch affixed		Shower Shoes
	1 Each	Trousers/Slacks, Dark Blue, shade 1549 or 1578		Wash Cloth, White
	4 Each	T-Shirt, White, V-Neck		Bath Towel, White
	1 Each	Flight Cap, Dark Blue, shade 1620, with insignia		Femine Hygiene Products - <i>Female</i>
	1 Each	Web Belt, Dark Blue, with silver buckle/tip		Sunscreen/SPF8 or Higher
	6 Pair	Dress Socks, Black, Plain - <i>Male</i>		Laundry Bag
	4 Pair	Nylons, Neutral Shade or Trouser Socks, Black, Plain - <i>Female</i>		Ruler, Flat, 18 inch
	1 Pair	Shoes, Black, Leather, Low Quarters WELL BROKEN IN - <i>Male</i>		Flashlight with 2 sets of batteries
	1 Pair	Oxford, Black, Plain Toe WELL BROKEN IN - <i>Female</i>		Shoe Shine Kit (Polish, Brush, Rag)
	1 Pair	Blousing Bands (For use with Fatigue Uniform BDU)		Clothes Hangers - 5 each
	1 Set	CAP uniform insignia (Cut-Outs, Nameplate, Ribbons, Grade Insignia and Cardboard)		Sewing Kit (Thread, Needle, Buttons)
	1 Each	Gym Shorts, Blue		Notebook Paper/Ballpoint Pens (bring three)
	1 Pair	Gym Shoes or Tennis shoes or Running shoes		Cadet Programs Binder/Phase 1 Books
	4 Pair	Gym Socks, White		Current CAP Membership Card
	1 Each	Athletic Supporter - <i>Male</i>		
	1 Each	Jacket, Civilian or Military, Warm, Dark Color		
UNIFORM ITEMS - OPTIONAL		PERSONAL ITEMS - OPTIONAL		
	1 Each	Sweater, Pullover, Dark Blue, shade 1594, with wing patch affixed		Small Camera (2 rolls of film)
	1 Each	Jacket, Dark Blue, Lightweight, shade 1605, with wing patch affixed		Iron
	1 Each	Jacket, Field, (BDU), Woodland Camouflage, wing patch, nametape, CAP tape affixed		Spray Starch/Fabric Finish
	1 Each	Tie, Dark Blue, USAF issue - <i>Male</i>		Foot Powder
	1 Each	Tab, Overblouse, Dark Blue, USAF issue - <i>Female</i>		Hair Dryer/Hair Spray/Hair Gel
PERSONAL CLOTHING				
	6-10 Each	Underwear (Briefs, Boxers or Panties as appropriate)		Canteen with Web
	3 Each	Bras - <i>Female</i>		Bathrobe
	1 Each	Swim Suit		Wrist Watch
	1 Each	Slip (Optional) - <i>Female</i>		Shower Cap - <i>Female</i>
	1 Each	Party Dress w/ appropriate accessories (Optional) - <i>Female</i>		Hairpins/Rubberbands (Required for long hair) - <i>Female</i>
	1 Set	Civilian Clothes		Makeup (minimal) - <i>Female</i>
Please double-check to insure that you have properly packed everything that you checked on this list.				

**Attachment 3**

**PROPERTY RECEIPT**

<b>PROPERTY RECEIPT</b>		<b>ENCAMPMENT</b>
Originating Date:		
Date:	Flight:	Squadron:
List of Property held by Tactical Officer ( including amount of Cash)		
Tactical Officer's Signature		

CAWG Form 155 1 June 98

**Attachment 4**

**CADET ACTIVITY RELEASE FORM "GO-HOME CARD"**

<b>Cadet Activity Release Form</b>	
ACTIVITY	
CADET (Last, First, MI)	
TRAVEL MODE	
<input type="checkbox"/> PRIVATE VEHICLE	<input type="checkbox"/> BUS/TRAIN/AIRLINE
<input type="checkbox"/> CAP/USAF VEHICLE	<input type="checkbox"/> OTHER _____
RELEASED BY: (Print Name)	
RELEASED TO: (Print Name)	
DATE:	TIME:

CAWG Form 151 1 June 98



Attachment 6

SCHEDULE CHANGE NOTICE				ENCAMPMENT	
Originating Date:	Originating Time:	Originator:	Schedule Change Number:		
The following change is made to the Training Schedule for _____ <div style="text-align: right; margin-right: 50px;">Day of the week/Date</div>					
Description of Schedule Changes:					
Remarks:					
Authorized By:			Approved By:		
Please acknowledge that you have received and understand this authorized schedule change by initialing the appropriate box below. When the Cadet Training Squadron Commander has made sure that this form is complete, it must be returned to Encampment Headquarters.					
___ Cadet Training Sqdn	___ Cadet Training Sqdn	___ Cadet Training Sqdn	Cadet Training Group Staff		
CTS Commander	CTS Commander	CTS Commander	CTG Commander		
First Sergeant	First Sergeant	First Sergeant	CTG Deputy Commander		
___ Flight Commander	___ Flight Commander	___ Flight Commander	CTG Executive Officer		
___ Flight Tactical Officer	___ Flight Tactical Officer	___ Flight Tactical Officer			
___ Flight Commander	___ Flight Commander	___ Flight Commander			
___ Flight Tactical Officer	___ Flight Tactical Officer	___ Flight Tactical Officer			
___ Flight Commander	___ Flight Commander	___ Flight Commander	Encampment Staff		
___ Flight Tactical Officer	___ Flight Tactical Officer	___ Flight Tactical Officer	Chief Tactical Officer		
___ Flight Commander	___ Flight Commander	___ Flight Commander	Enc Executive Officer		
___ Flight Tactical Officer	___ Flight Tactical Officer	___ Flight Tactical Officer	Commandant of Cadets		
___	___	___	Encampment Commander		

Attachment 7

The Cadet Training Group

California Wing - Civil Air Patrol  
Auxiliary of the United States Air Force

**BASIC CADET ENCAMPMENT CONTRACT**

- During the encampment, I will participate actively in all training activities, consistently performing to the highest standards for Civil Air Patrol Cadets.
- During the encampment, I will consistently practice Civil Air Patrol and United States Air Force established customs and courtesies to a very high degree.
- During the encampment, I will wear the Civil Air Patrol uniform in accordance with CAP Manual 39-1 in a constant state of readiness for inspection.
- During the encampment, I will maintain my quarters and personal gear in accordance with the Cadet Standard Operating Procedures and any Supplements. My quarters and gear will be in a constant state of readiness for inspection.
- During the encampment, I will accept and complete all academic assignments in a timely, correct and concise manner.
- By the conclusion of the encampment, I will be able to demonstrate satisfactory performance of basic drill movements.
- By the conclusion of the encampment, I will be able to perform as part of a team, cooperating with and supporting other members of the team.

**PERSONAL COMMITMENT**

*I have read all of the above encampment training objectives and have had them explained to me. I understand what is expected of me at encampment and agree to extend every personal effort to achieve these objectives while I am a participating member of the Cadet Training Group.*

Cadet's Name (Printed): \_\_\_\_\_ Flight: \_\_\_\_\_

Cadet's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

CAP Serial Number: \_\_\_\_\_ Encampment Location: \_\_\_\_\_

**APPROVED**

CTG Commander's Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Attachment 8****TACTICAL OFFICER EQUIPMENT LIST**

Items listed here and quantities are suggestions, and should not be considered mandatory minimums.

*Uniforms, clothing, personal*

2 1550 Shirts	8 pairs black socks
2 pair Blue Uniform Trousers	1 pair blue athletic shorts
1 Flight Caps	2-3 sets civilian clothes (2-3 shirts, jeans, shorts)
Ribbons/Badges/Wings	Low-quarter oxfords, leather
Light-weight uniform jacket	Boots
2-3 sets BDU	Running shoes
BDU Cap	Civilian shoes
BDU Field Jacket	Encampment T-shirts
5 Undershirts, crew-neck, black	Bathing suit
5 Undershirts, v-neck, white	Shave/shower kit/soap/shampoo/ towel
10 sets underwear	Shower shoes/flip-flops
5 pairs boot socks	Glasses/Sunglasses
5 pairs white socks	

*Office supplies and miscellaneous equipment*

Alarm Clock	Calling Card/Cell Phone
Laundry Bag/Laundry Detergent	Sleeping Bag/Pillow
Pens/Pads Paper	Shoe Polish/Rags/Brush
Folder	Iron/Ironing Board/Spray Starch
Scissors	Camera/Film
Flashlight	Ear Plugs
Large marking pens	Pogy Bait (snacks)
Masking/Scotch Tape	

*Books and Manuals*

CAPM 52-16 Cadet Programs	CAPM 39-1 Uniform Manual
CAWG 52-16-1 CAWG ETM	Drill and Ceremonies Manual

*First Aid Supplies*

Throat Lozenges	Nail clippers	Antacid/Pepto-Bismol
Mole-Skin	Aspirin	Gauze
Band-Aids	Lip-balm	Tweezers
Scissors	Hydrogen peroxide	Sun-screen

## ATTACHMENT 9

### WHITE GLOVE INSPECTION HISTORY

Throughout history, gloves have been used for many functions. The obvious use for gloves is for protection of hands from injury or weather. In ancient times the use of gloves was restricted to the nobility because of cost. In the Byzantine empire, a type of cuff became associated with Imperial office. This cuff survives today in the form of a cuff known as “epimanikia” awarded to deacons, priests and bishops of Byzantine rite churches. When armored riders went into battle on horseback, armored gloves with long cuffs were worn. These gloves were known as “gauntlets”. The procedure for initiating a duel or personal combat was to either strike the opponent with the gauntlet or to throw the gauntlet on the ground. Even today, the expression “throw down the gauntlet” signifies the issuing of a challenge. Gauntlets were modified over the centuries. White gauntlets made of cloth and leather are still worn by members of police forces throughout the world for visibility when directing traffic.

Aside from their practical use, gloves gradually assumed a ceremonial use. By wearing gloves a military unit could achieve a uniform appearance and disguise tattoos, injuries, missing fingers etc. European armies sometimes required the wear of gloves with everyday uniforms as well as with dress uniforms. In the United States, the military gloves tended toward practical uses. White ceremonial gloves were usually used by honor guards, color guards, funeral details etc. In the modern day armed forces this is still the case, with non-ceremonial gloves issued to flyers, work crews or for cold weather use.

The use of gloves for inspection purposes probably came about as a combination of factors. At first, inspecting officers would be expected to wear gloves anyway since they were usually wearing dress uniforms for inspections. When khaki service uniforms came into use during World War I, inspections were held in field uniforms, in the peacetime armies of the 1920's and 1930's. A great deal of time was spent on preparation for inspections, In those days soldiers were poorly paid and had limited social diversions available, troop housing was usually in open bay barracks. It was important for NCOs to keep soldiers occupied. Meticulous attention to minute details was expected. In the British Army, it was customary to shine the soles of boots and to polish pieces of coal. In the U.S., soldiers were assigned to paint rocks which were used to construct elaborate symbols and slogans on the ground outside the barracks. At the same time, barracks were expected to be kept immaculately clean.

The ultimate test of inspection preparation was for an NCO to employ white glove prior to informing a commanding officer or inspector that the barracks was clean. Any dirt or dust would be instantly apparent. During the 1940's the white glove inspection grew out of fashion. While barracks were always kept to acceptable cleanliness standards, World War II required the use of all available time for training purposes. During the 1950's the custom started again, but gradually grew out of use due to the deterioration of barracks facilities, (Temporary facilities built in the 1940's to last 5 years were still in use well into the 80's).

In Civil Air Patrol use, white glove inspections followed the same pattern as the military use. CAP training activities frequently took place at the only available troop housing on bases.

It would be difficult to expect CAP cadets to bring a World War II temporary building into white glove inspection condition during a limited training time. Nevertheless, it can be done and has been done. It may not always be reasonable to expect a barracks to be brought to white glove standards. For that reason, it is preferred to let the white glove inspection be optional, based on officers confidence in the ability of the unit to pass it. The recommended procedure is for the inspecting officer to receive the inspection report from the unit leader. If the unit leader wishes to subject his unit and facility to a white glove inspection, the unit leader should present the glove to the inspecting officer. (NOTE: Only ONE glove is used, and only by the primary inspecting officer).

Thus, we have returned full circle to the custom of throwing down the gauntlet or issuing the challenge. A unit commander issuing a white glove to an inspecting officer is stating that he/she has ultimate confidence in the ability of the unit. It is assumed that the Inspecting officer will not hold back on the scope or severity of the Inspection. It is also assumed that, at the conclusion of the inspection, the glove will be returned to the unit leader for all of the members of the unit to examine. The glove is then displayed in a prominent location, regardless of condition, so that members of the unit and outsiders can note that the challenge was issued and met. Since the unit NCOs have always had a strong role in inspection preparation, it is customary to present the glove to the ranking NCO in the unit upon completion of the training period. In this way, the flight sergeant receives a tangible symbol of service, in the same way that the flight commander receives the guidon.

Captain Bernard J. Wilson  
August 22, 1991