“IT IS GOOD TO HAVE AN END TO JOURNEY TOWARD; BUT IT IS THE JOURNEY THAT MATTERS, IN THE END.”

– ERNEST HEMINGWAY
CONTENTS

Chapter 1 – Introduction ........................................................................................................... 7
  1.1. Purpose of Encampment ................................................................................................. 7
  1.2. Utility of Encampment in California Wing ................................................................. 7
  Figure 1.1. The Encampment Chain of Command in California Wing .......................... 7
  1.3. Authority ....................................................................................................................... 7
  1.4. History of Civil Air Patrol Encampments .................................................................... 8
  1.5. History of The Cadet Training Group ......................................................................... 8
  1.6. History of the 49th CTS ............................................................................................... 9
  1.7. History of the White Glove Inspection ....................................................................... 10

Chapter 2 – Organization ....................................................................................................... 12
  2.1. General ........................................................................................................................ 12
  2.2. Selection of Executive & Group Cadre ....................................................................... 12
  2.3. Selection of Cadet Flight Positions .......................................................................... 12
  Figure 2.1. Organization of the Cadet Training Group .................................................. 12
  2.4. Cadet Executive Cadre Position Descriptions ........................................................... 13
  2.5. Training Cadre ............................................................................................................ 17
  2.6. Support Cadre ............................................................................................................ 19
  2.7. Senior Staff Position Descriptions ........................................................................... 21

Chapter 3 – The Encampment Model ..................................................................................... 25
  3.1. Introduction ................................................................................................................. 25
  3.2. Objectives ................................................................................................................... 25
  3.3. Program of Instruction ............................................................................................... 28
  3.4. Training Phases ......................................................................................................... 29
  3.5. Conclusion .................................................................................................................. 32

Chapter 4 – Training ............................................................................................................ 33
  4.1. Introduction ................................................................................................................. 33
  4.2. Training Methodology ............................................................................................... 33
  Figure 4.1. Yerkes-Dodson Law .................................................................................... 35
  4.3. Conclusion .................................................................................................................. 39

Chapter 5 – Academic Instruction ........................................................................................ 40
  5.1. Introduction ................................................................................................................. 40
  5.2. Learning and Teaching .............................................................................................. 40
  Figure 5.1. Instruction Plan ............................................................................................ 42
  5.3. Examinations/Assessments ....................................................................................... 42
  5.4. Student Workbooks .................................................................................................. 43

Chapter 6 – Discipline ......................................................................................................... 44
  6.1. Introduction ................................................................................................................. 44
  6.2. Types of Discipline .................................................................................................... 44
  6.3. Military Discipline .................................................................................................... 44
  6.4. Maintaining Discipline ............................................................................................. 45
  6.5. Discipline Displayed ................................................................................................. 45
  6.6. Conclusion .................................................................................................................. 45
Chapter 7 – Activities/Scheduling ................................................................. 47
  7.1. Activities .......................................................................................... 47
  7.2. Scheduling ....................................................................................... 47
  7.3. Daily Meetings ................................................................................ 48

Chapter 8 – Cadre Selection Exercise ....................................................... 50
  8.1. Introduction ....................................................................................... 50
  8.2. Environment ..................................................................................... 50
  8.3. Evaluation Procedures ....................................................................... 50
  8.4. Cadre Selection Panel ........................................................................ 51
  8.5. Results ............................................................................................... 51
  8.6. Counseling and Debriefing ............................................................... 51
  8.7. Post Selection Training ..................................................................... 51

Chapter 9 – Pre-Encampment ................................................................. 52
  9.1. Purpose ............................................................................................. 52
  9.2. Duration and Location ....................................................................... 52
  9.3. Training ............................................................................................. 52
  9.4. Preparation for Pre-Encampment ..................................................... 53

Chapter 10 – Inspection Program ............................................................ 54
  10.1. Introduction ..................................................................................... 54
  10.2. Informal Inspections ....................................................................... 54
  10.3. Uniform Inspections ........................................................................ 54
  10.4. Barracks Inspection Procedure ....................................................... 54
  10.5. Flight Inspection .............................................................................. 54
  10.6. Squadron Inspection ....................................................................... 54
  10.7. Group Inspection ............................................................................ 55
  10.8. TO Participation ............................................................................. 55

Chapter 11 – Drill Competition ............................................................... 56
  11.1. Introduction ..................................................................................... 56
  11.2. Squadron Drill Competition ........................................................... 56
  11.3. Group Competition ......................................................................... 56
  11.4. Scoring ........................................................................................... 56
  11.5. Rules ............................................................................................... 57
  Figure 11.1. Layout of Drill Competition Field ....................................... 57
  11.6. Instructions for Flight Commander ............................................... 57
  Figure 11.2. Drill Competition Sequence ............................................. 59

Chapter 12 – Volleyball Competition ....................................................... 60
  12.1. Purpose .......................................................................................... 60
  12.2. Squadron Competition .................................................................... 60
  12.3. Group Competition ........................................................................ 60
  12.4. Volleyball Terms ............................................................................ 60
  Figure 12.1. Volleyball Court ................................................................. 61
  12.5. Volleyball Rules ............................................................................. 61
  12.6. Fouls .............................................................................................. 62
  12.7. Errors ............................................................................................ 62
CHAPTER 1 – INTRODUCTION

1.1. Purpose of Encampment. “The purpose of the cadet encampment is for cadets to develop leadership skills, investigate the aerospace sciences and related careers, commit to a habit of regular exercise, and solidify their moral character.” (CAPP 60-70, para. 1.1.a.) “The vision for the cadet encampment is ‘an immersion into the full challenges and opportunities of cadet life.’” (CAPP 60-70, para. 1.1.b)

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

- to standardize student training within the state;
- to develop skills in interpersonal relations;
- to develop skills in time management, counseling, and teaching by the cadre;
- to instill group cooperation and teamwork;
- to instill a sense of discipline in the cadet corps of California Wing; and
- to challenge each cadet to accomplish tasks and ensure that they succeed.

Figure 1.1. The Encampment Chain of Command in California Wing

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 in accordance with CAPR 60-1 and CAPP 60-70. 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, the Encampment standing operating procedures and
govern the conduct of the California Wing encampment.

1.4. **History of Civil Air Patrol Encampments.** The Civil Air Patrol (CAP) 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, numerous training units for “Basic Training” consolidated training for Army personnel. The training was 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 received assignments 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, training centers had active duty officers assigned. Frequently, these officers had themselves only recently received their commissions. Their duty was to teach customs and courtesies, drill and ceremonies and other military skills, including military tactics. This concept was originally used at West Point, which assigned officers to teach cadets. Both at West Point and in the Aviation Cadet program, these officers were known as “Tactical Officers.” This title was retained in the CAP encampment program for many years but changed to “Training Officer.”

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 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 Officers Training Corps cadets and at Officer Training 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 two weeks long and frequently away from the cadet’s home state (USAF military airlift transported CAP personnel). Housing, mess and training facilities were abundant, since the Air Force was still using many of the WWII facilities. The grades of Cadet Lieutenant Colonel and Cadet Colonel were exclusively used at encampment. Completion of encampment was a prerequisite to earning the Certificate of Proficiency (COP). When the Certificate of Proficiency was renamed the “General Billy Mitchell Award” in 1965, encampment completion was retained as a prerequisite. Modifications to encampment training occurred in the 1960’s and 1970’s, partially to suit the increased number of teenagers with summer jobs and to adapt to changing Air Force training needs. The Vietnam War was occupying the attention of the Air Force, coupled with the elimination of World War II facilities. The encampment program of today manages to encompass realistic training goals in a well-organized, compressed timeframe. Encampments may occur on military facilities of any service, not exclusively Air Force bases.

1.5. **History of 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 were fairly large. Multiple encampments occurred 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 identified as 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 assisted with disaster relief and 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, close to the end of the Vietnam War, the Air Force was again able to support a California Wing encampment and offered Vandenberg AFB near Lompoc. California Wing organized a Cadet Group with two Squadrons. In 1974, Vandenberg AFB hosted encampment again. The Vandenberg facility was considered ideal, since the location, weather and activities all suited training needs. Additionally, Air Force ROTC had a permanent facility there, with barracks, administration headquarters and dining hall, along with a 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 continuity in the command from encampment to encampment. Only cadets could belong to the CTG. Instead of reusing squadron numbers from year to year, each squadron would activate at the start of encampment and then deactivate at the conclusion. The first commander of the CTG was Cadet Lieutenant Colonel Scott E. Bartell. Since 1975, California Wing encampments have continued with the sequential numbering of Cadet Training Squadrons.

1.6. History of the 49th CTS. The 49th Cadet Training Squadron of the Cadet Training Group is unlike any other in CTG history. No cadets were members of the 49th CTS, and the CTS designation honored a former member of the Cadet Training Group. Cadet Captain Tom Doyle was a Northern California youth who was a leader in both his school and community, a licensed pilot at age 17 and an outstanding cadet member of the Civil Air Patrol. Cadet Doyle was selected to command the 18th CTS at Fort Ord in the summer of 1980. However, a change in personnel requirements resulted in the activation of only one CTS in 1980 instead of the three initially planned. Shortly after the Fort Ord encampment Cadet Doyle commanded Delta Flight, 17th CTS at McClellan AFB.
1.6.1. At age 17 Doyle earned his FAA private pilot’s certificate and shortly thereafter secured an appointment to the prestigious U.S. Air Force Academy where he graduated in the top 5% of his class. After completing training as an F-16 fighter pilot he received assignment to Germany (NATO) with the 10 TFS “Fighting Tenth” (USAF).

1.6.2. On one grim, cloudy day in the spring of 1988, 1st Lieutenant Tom E. “Popeye” Doyle’s F-16 fighter jet experienced sudden catastrophic engine failure while over the center of the city of Forst. Although he could have bailed out, 1st Lt Doyle elected to stay with his crippled fighter to guide it away from the shops, schools and congestion below. He succeeded in his heroic act, but perished in the ensuing crash.

1.6.3. In 1989 the Cadet Training Group recognized 1st Lt and former Cadet Captain Doyle by naming him posthumously as the commander of the 49th Cadet Training Squadron. The guidon of the 49th CTS appears on the Cadet Training Group shield as a reminder of his heroic act.

1.7. History of the White Glove Inspection. (Written by Captain Bernard J. Wilson; August 22, 1991) Throughout history, gloves were used for many functions. The obvious use for gloves is for protection of hands from injury or weather. In ancient times, only nobility could use gloves 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.

1.7.1. 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. Honor guards, color guards, funeral details, etc. would normally use white ceremonial gloves. 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.

1.7.2. The use of gloves for inspection purposes probably came about as a combination of factors. At first, inspecting officers were 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. Soldiers spent a great deal of time 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. NCOs expected meticulous attention to minute detail. In the British Army, it was customary to shine the soles of boots and to polish pieces of coal. In the U.S., soldiers painted rocks,
which were used to construct elaborate symbols and slogans on the ground outside the barracks. At the same time, everyone expected soldiers to keep barracks immaculately clean.

1.7.3. The ultimate test of inspection preparation was for an NCO to employ the 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 always kept 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).

1.7.4. In Civil Air Patrol use, white glove inspections followed the same pattern as in the military. CAP training activities frequently took place at the only available troop housing on bases. It was unreasonable to expect CAP cadets to bring a World War II temporary building into white glove inspection condition during a limited training period. Nevertheless, it can be done and has been done. It may be unreasonable to expect a barracks to achieve a white glove standard. For that reason, it is preferred that the white glove inspection is optional, based on an officer’s 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).

1.7.5. 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 does not hold back on the scope or severity of the inspection. It is also assumed that, at the conclusion of the inspection, the inspector returns the glove 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 unit NCOs have historically held a leading 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.
CHAPTER 2 – ORGANIZATION

2.1. General. The Cadet Training Group (CTG) consists of a group with two or more subordinate Cadet Training Squadrons (CTS), depending on the number of students. These squadrons in turn have subordinate cadet training flights. Optionally, the encampment leadership may activate an Advanced Training Squadron (ATS) for students who have previously graduated from encampment. In addition to the Cadet Training Squadrons there is also the Cadet Support Squadron (CSS) which is composed entirely of cadre members and supports the training mission of the encampment. All cadet members at encampment are assigned to the Cadet Training Group. The Cadet Training Group Commander and Commandant of Cadets, with the approval of the Encampment Commander, may modify or add positions.

2.2. Selection of Executive & Group Cadre. Encampment leadership selects the executive cadre of the CTG through an interview process typically held in February. Final interviews frequently occur during the Cadet Programs Conference, though there is no requirement that this be so. Normally, announcements of the selections occur at the banquet during CPC and then subsequently posted to the encampment website. The leadership routinely selects the following executive cadre positions: Commander, Deputy Commanders, Group Superintendent, Squadron Commanders, ATS Commander and Curriculum & Plans Officer. While not considered executive cadre, the leadership may select support director level positions and a cadet safety officer during this process. The leadership selects the remainder of the cadre during a Cadre Selection Exercise (CSX), usually held six to eight weeks prior to encampment (but may be just prior to encampment if necessary).

2.3. Selection of Cadet Flight Positions. Within each flight, the Flight Commander, with concurrence of the Training Officer, appoints cadets to the positions of Guide, Element Leaders and Dorm Chief, if used. Appointments to these positions occur in recognition of their performance in all encampment activities. Flight Commanders should take advantage of these positions carefully in training their flights.

Figure 2.1. Organization of the Cadet Training Group
2.4. **Cadet Executive Cadre Position Descriptions.** The following are position descriptions for executive cadre 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 cadre position. The Executive Cadre consists of the CTG Commander, Deputy Commander for Operations, Deputy Commander for Support, CTG Superintendent, CTS Commanders, the Cadet Curriculum & Planning Officer, and the Advanced Training Squadron (ATS) Commander.

2.4.1. **Cadet Training Group Commander.** *(CTG/CC)* Leads the CTG in the implementation of the encampment program as conducted by California Wing. He/she is responsible to the Encampment Commander for the overall encampment program. The Commandant of Cadets is the senior advisor to the Group Commander.

2.4.1.1. Objectives:

- Leads the officers of the CTG, to ensure 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.

2.4.1.2. Examples of tasks:

- In consultation with appropriate senior staff, the selection of the Cadet Deputy Commanders.
- Assists in the selection of qualified senior cadets for service at the group cadre level.
- Approval of the Cadet SOP 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.

2.4.2. **Cadet Deputy Commander for Operations.** *(CTG/CDO)* The Cadet Deputy Commander for Operations is primarily responsible for coordinating, controlling and directing the training activities of the CTG. The Deputy Commander for Operations is directly responsible to the Group Commander for the training and performance of all training personnel at the encampment.

2.4.2.1. Objectives:

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

2.4.2.2. Examples of Tasks:
• Reviewing the schedule with the Squadron Commanders each evening for the following day.
• Conduct 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 attention.

2.4.3. Cadet Deputy Commander for Support. (CTG/CDS) The Cadet Deputy Commander for Support is primarily responsible for coordinating, controlling and directing the support activities of the Cadet Support Squadron. The Deputy Commander for Support is directly responsible to the Group Commander. He/she works with the senior Deputy Commander for Support to coordinate the efforts of the senior and cadet support staffs.

2.4.3.1. Objectives:
• Leads the support personnel at the encampment.
• Direct supervision and evaluation of the performance of the Chief of Staff and Cadet Directors leading the support departments.
• Adherence to the established cadet training schedule.
• Compliance with the established encampment logistic, administrative and training program.

2.4.3.2. Examples of Tasks:
• Oversees the encampment registration process for the CTG Commander.
• Conducts personnel evaluations providing feedback of performance.
• Assists in the selection of support personnel.
• Supervises and approves production of the encampment newsletter.

2.4.4. Group Superintendent. (CTG/SUPT) Mentors the cadet noncommissioned officers of the Cadet Training Group and ensures that they are thoroughly familiar with their duties and responsibilities. Addressed appropriate to his/her rank (Sir, Ma’am, Chief, etc.).

2.4.4.1. Objectives:
• The Group Superintendent supports both the Command and the Commander of the CTG.
• Purposefully acts in support to all specified and implied duties of the CTG Commander.
• Directs the NCO Support Channel within the CTG and provides feedback and counsel to the Squadron First Sergeants regarding their effectiveness and performance as NCOs.
• Oversees the welfare, discipline, development and instruction of all individual students within the Cadet Training Group.
• The Group Superintendent maintains and reinforces the finest ideals and performance of the CAP Cadet. Sets the example in all he/she does.
• Enforces all applicable standards of conduct among students.
• Inspects and evaluates all training progress of students.
• Supervises the effectiveness of the encampment physical fitness program.
• Provides feedback to the Group Staff regarding the effectiveness of the NCOs and advises the CTG Commander regarding all aspects of the training environment and command climate.

2.4.4.2. Examples of Tasks:

• Personally supervises the execution of the Physical Training Program.
• Reinforce the image and performance of the NCO.
• Takes notes during Group Inspections.
• Ensures meals run efficiently; uses the First Sergeants to supervise students in the dining facility, enforces rules and discipline, and enables students to enjoy nutritious meals and stay hydrated.
• Organizes the CTG Volleyball Competition and serves as the Chief Judge.
• Is responsible for forming all Group formations; performs with flawless execution all formations and ceremonial duties.
• Relieves the Group Executive Staff of any routine administrative or informational tasks.
• Is responsible for the training of the Group Color Guard.

2.4.5. Cadet Curriculum & Planning Officer. (CTG/XP) Manages the encampment’s instructional content. The CTG/XP works closely with the Enc/XP, but reports directly to the CTG/CC. This position’s major functional areas include:

2.4.5.1. Examples of Tasks:

• Investigating opportunities for tours, guest speakers, use of training facilities, etc., at the host facility.
• Programming the curriculum so that the encampment exceeds the minimum required content.
• Developing a plan of instruction for the classes and coordinating with the Enc/DO for tours, guest speakers, classroom facilities, etc.
• Developing and maintaining the encampment schedule.
• Creating a list of instructors (senior staff, cadre, or guests) for the courses; monitoring courses to ensure the students attain the learning objectives.
• Facilitating the student, cadre, and staff end of encampment critique process.
• Updating the CTG/CC and Enc/CC on the instructional progress.

2.4.6. Cadet Safety Officer. (CTG/SE) A cadet should be assigned as an assistant to the Encampment Safety Officer. The primary role of the cadet safety officer is to study and mentor under the supervision of the Encampment Safety Officer and assist him/her with those duties. The Cadet Safety Officer learns the primary functions of the Encampment Safety Officer and has the opportunity to demonstrate skills in safety leadership, education and presentations. Cadet Safety Officers provide liaisons between the Encampment Safety Officer and cadet command cadre. This position is limited to cadets in Phases III and IV.
2.4.6.1. Cadet safety officers are NOT the primary safety officer for encampment and are not responsible for tasks that are the primary responsibility of the encampment Safety Officer.

2.4.6.2. Cadet safety officers are responsible for completing appropriate cadet safety officer training.

2.4.7. **Cadet Training Squadron Commander.** ("X" CTS/CC) 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 at squadron level size encampments are responsible for tasks outlined in Group Commander description.)

2.4.7.1. Objectives:

- Evaluates the effectiveness of the training within the Cadet Training Squadron through guidance and direction of the flight cadre 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.

2.4.7.2. 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.
- 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.
- Supervises, directs, and mentors the First Sergeant.
- 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 ensure a coordinated effort between flights under his/her command.

2.4.8. **Advanced Training Squadron Commander.** (ATS/CC) Leads the squadron in the implementation of the advanced training program within the scope of encampment. This includes training in emergency services, aerospace, and leadership.

2.4.8.1. Objectives:

- Evaluates the effectiveness of the training within the Advanced Training Squadron through the flight cadre and makes appropriate adjustments.
- Coordinates necessary logistical and administrative support for the Squadron, typically through a Deputy Commander.
- Plans the activities of the ATS in accordance with established Group training requirements.
• Fosters cohesiveness, teamwork and unity of purpose within the unit.

2.4.8.2. Examples of Tasks:
• Leads the Squadron Training Meetings (STM) each night in order to review and evaluate the effectiveness of training.
• Participates in the selection and recognition of outstanding personnel at the squadron level.
• Evaluates the performance of the ATS cadre.
• Evaluates the performance of the flights to ensure progression of training within the squadron.
• Conducts the squadron inspections.
• Supervises, directs, and mentors the Deputy Commander(s).
• Participates in the creation of the ATS block and daily schedules.
• Serves as a liaison between the senior and cadet ATS staff.

2.5. Training Cadre. Below executive staff level, the training staff consists of Flight Commanders, First Sergeants, Flight Sergeants, and Element Leaders (formerly referred to as “line” staff).

2.5.1. Flight Commander. (“X” Flt/CC) Leads the flight in the implementation of the encampment program to the students within the flight. The Flight Commander reports directly to the Squadron Commander.

2.5.1.1. Objectives:
• Fostering cohesiveness, teamwork and unity of purpose within the unit.
• Supervises, directs, and mentors the Flight Sergeant.
• 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 CTG 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 students and flight cadre under their direction.

2.5.1.2. Examples of Tasks:
• Ensure 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. Solidify follow-up attempts with reinforcement.
• Instruct flight members on the proper execution of reporting procedures.
• Practice the drill competition command sequence with the flight on a regular basis.
• Complete CAPF 60-95 on all students, with brief counseling with each student.
2.5.2. **First Sergeant.** ("X" CTS/CCF) (Addressed as Sergeant or Chief, as appropriate) Leads the noncommissioned officers of the CTS and ensures that they are familiar with their duties and responsibilities. The First Sergeant reports to the Squadron Commander and receives advice and instruction from the Group Superintendent.

2.5.2.1. Objectives:

- The First Sergeant maintains and reinforces 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 CTS NCOs.
- 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.

2.5.2.2. 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.
- Supervise the students in their CTS while eating in the mess hall.
- Perform with flawless execution all formation/ceremonial duties.
- Forward to all Flight Commanders schedule changes for acknowledgment.
- Assist in the training of the Flight Sergeants.
- Ensure the squadron is where they need to be, on time.

2.5.3. **Flight Sergeant.** ("X” Flt/CF) 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 Group Superintendent.

2.5.3.1. Objectives:

- Implementation of the flight-level academic, physical fitness and training programs.
- Instruction and reinforcement of the CTG Standard Operating Procedures.
- Satisfaction of the daily training goals and objectives established by the Flt/CC.

2.5.3.2. Examples of Tasks:

- Drill and barracks instruction.
- Constant reinforcement of the immediate task at hand.
- Constant quizzing of the flight members on assigned memory work.
- Practice of drill and ceremonies.
- Enforcement of customs and courtesies.
2.5.4. **Guide.** The Guide is responsible for setting the direction and cadence for the flight while marching. The guide reports to the Flight Commander and works with the Element Leaders. The Guide is selected from the students within the flight. The Guide may have previous guidon use experience or be able to learn the skills quickly.

2.5.4.1. Objectives:

- To provide accountability for the members within the flight.
- To implement whatever assignments or tasks the Flight Sergeant delegates.
- To provide additional assistance and instruction to the members of the flight having difficulty.
- To contribute to the motivation, teamwork and esprit de corps within the flight.
- To develop leadership skills among the more advanced students

2.5.4.2. Examples of Tasks:

- Maintains custody of the guidon for the flight.
- Coordinates the preparation of the barracks for any inspection.
- Ensures the common areas (to include bathrooms) are organized for the inspection and meet the encampment standard.
- Receives and implements feedback given during the inspection of the common areas.

2.5.5. **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 students within the flight.

2.5.5.1. Objectives:

- Accountability for the members within their element.
- 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 students.

2.5.5.2. Examples of Tasks:

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

2.6. **Support Cadre.** The Support Cadre varies depending on the needs of the encampment, the availability of viable staff, and the Commander’s philosophy. The Cadet Support Cadre works for the CTG/CDS, while at the same time working for the Senior Support Staff. The Support Cadre is usually formed into a Cadet Support Squadron with the Cadet Chief of Staff
serving as the Squadron Commander. Positions within the Support Cadre can include Director, Officer, and NCO positions in the following disciplines: Operations, Training, Administration, Personnel, Public Affairs, Logistics, Transportation, Health Services, Communications, and Mess Operations. The leadership may elect to segregate these duties with a larger staff or combine them into more generic support positions with a smaller staff. Some position descriptions are:

2.6.1. Cadet Support Squadron Chief of Staff. (CSS/CS) The Chief of Staff is primarily responsible for the management and coordination of department operations of the Cadet Support Squadron. He/she works with all department directors to accomplish the support squadron goals. The Chief of Staff is directly responsible to the CTG/CDS.

2.4.3.1. Objectives:

- Communicates information effectively between support directors and the CTG/CDS.
- Problem solves with support directors as issues arise.
- Ensures the success of tasks of all departments in the Cadet Support Squadron.
- Directs supervision and performs evaluations of the support cadre.
- Adheres to the established cadet training schedule.
- Supports the needs of encampment.
- Reinforces the Cadet Deputy Commander for Support’s vision within the squadron.

2.4.3.2. Examples of Tasks:

- Acts as the liaison between the CTG/CDS and all directors.
- Manages the support communications hub.
- Oversees department needs/concerns and ensures task progress.
- Conducts conflict resolution when necessary, includes the CTG/CDS and seniors if problematic.
- Takes charge of the support squadron when the CTG/CDS is not readily available.

2.6.2. Director of Administration. (CSS/DA) The Director of Administration is primarily responsible for the oversight of areas concerning: scheduling (in conjunction with the CTG/DO), finance, the assignment of cadets to their flights, staff and cadet rosters, graduation essentials, as well as any other administrative support needs of the CTG. The Director of Administration is directly responsible to the CTG/CDS but can be supervised by and take direction from the CSS/CS.

2.6.3. Director of Logistics. (CSS/LG) The Director of Logistics is primarily responsible for ensuring all encampment equipment needs are met. This is to include the oversight of linen distribution and recovery, personnel transportation, the upkeep of building essentials, the preparation and transportation of equipment needs, and the distribution and recovery of flight essentials. The Director of Logistics is directly responsible to the CTG/CDS but can be supervised by and take direction from the CSS/CS.

2.6.4. Director of Public Affairs. (CSS/PA) The Director of Public Affairs is primarily responsible for the oversight of the weekbook, the production of the encampment daily newsletter,
collecting and recording photographs taken throughout the encampment by the PA staff, as well as the audio/visual needs of the CTG. The Director of Public Affairs is directly responsible to the CTG/CDS but can be supervised by and take direction from the CSS/CS.

2.6.5. Director of Mess Operations. (CSS/MS) The Director of Mess Operations is primarily responsible for the coordination of the mess staff, and the functioning of the mess hall. This position oversees the meal distribution and the scheduling of the flights through the mess hall. The Senior Member in charge of Mess approves the menu with the Director’s advice. The Director of Mess is directly responsible to the CTG/CDS but can be supervised by and take direction from the CSS/CS.

2.6.6. Personnel NCO/Officer. The Personnel NCO/Officer is responsible for the creation of staff and cadet rosters, the confirmation of all personnel information, the in-processing and out-processing for all personnel, as well as creating graduation and participation certificates and packets for all participants, including fulfilling all other needs of the CTG. The Personnel NCO/Officer is directly responsible to the CSS/DA.

2.6.7. Scheduling NCO/Officer. The Scheduling NCO/Officer is responsible for monitoring the block schedule and creating the daily schedules. This person is responsible for making the appropriate changes to schedules and swiftly distributing updated copies to the appropriate personnel. Coordinating rotations for encampment events such as O-Flights and Rifle Ranges is an additional responsibility to this position, as well as fulfilling all other needs of the CTG. The Scheduling NCO/Officer (if used) is directly responsible to CTG/DO.

2.6.8. Logistics NCO/Officer. The Logistics NCO/Officer is responsible for distributing encampment equipment needs. This includes flight equipment such as canteens, linens, road guard equipment, guidons, covers, etc. This also includes fulfilling any other needs of the CTG. The Logistics NCO/Officer is directly responsible to the CSS/LG.

2.6.9. Public Affairs NCO/Officer. The Public Affairs NCO/Officer is responsible for documenting the encampment using photos, video and social media; as well as submitting said photographs to the Director of Public Affairs for use in the weekbook. This position is also in charge of completing requirements for the encampment daily newsletter if produced, i.e. writing articles, interviewing personnel, formatting documents, etc. The Public Affairs NCO/Officer is directly responsible to the CSS/PA.

2.6.10. The Mess NCO/Officer. The Mess NCO/Officer is responsible for the preparation of all meals, distributing meals to all personnel and the set-up and maintenance of the mess hall. This position is also responsible for fulfilling any other needs of the CTG. The Mess NCO/Officer is directly responsible to the CSS/MS.

2.7. Senior Staff Position Descriptions. See also CAPP 60-70.

2.7.1. Encampment Commander. (Enc/CC) The CAP Encampment Commander leads the overall administration, operation, and training program of the encampment. In addition, the Encampment Commander is responsible for the actions of all CAP personnel attending the
encampment and their compliance with both CAP directives and instructions issued by the installation. Responsible for:

- Selection of key 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 via eServices described in CAPP 60-70 at the close of the encampment.
- If during the encampment neither the Wing Liaison Officer nor Wing Reserve Assistance Coordinator is available, the commander or their delegate coordinates directly with the base liaison officer regarding all encampment requirements.

2.7.2. Deputy Commander for Support. (Enc/CDS) The Deputy Commander for Support assists the commander in the administration of the encampment. The CDS relieves the commander of supervisory details and performs duties assigned by the commander. The principal responsibilities of the DCS are the proper administration of the encampment and its personnel to include supervision of: registration, inprocessing, personnel authorizations, military support authorizations and other administrative requirements. The efficient operation of the encampment, to include supervision of: administration, finance, public affairs, logistics, communications, transportation, health services, and other operational responsibilities deemed necessary by the commander. Should sit on the board to select the cadet executive cadre and the support cadre.

2.7.3. Commandant of Cadets. (Enc/CDC) The Commandant of Cadets implements, controls, and evaluates training activities for cadets. The Commandant is responsible for implementation of the encampment curriculum prescribed by National Headquarters and California Wing. He/she facilitates the selection of the cadre, mentors the CTG Commander and executive cadre, and the entire training process preparing the CTG Cadre to execute the encampment mission to train cadets. The Commandant has primary responsibility to organize the Cadre Selection Exercise (CSX) and Encampment Staff Retreats (ESR), if desired, and pre-encampment training. He/she supervises the cadet cadre throughout the encampment.

2.7.4. Chief Training Officer. (Enc/CTO) Working with the Commandant of Cadets the Chief Training Officer is an individual with extensive training officer experience and is selected to hire, train and supervise the training officer staff leading up to and during encampment. His/her duties include recruiting, selection, pairing, communicating with, training and evaluating Training Officers and Assistant Training Officers. This process begins well in advance of the encampment itself. The expectation is that the CTO plans training officer specific curriculum during pre-encampment. The Chief Training Officer conducts the daily training officer meetings and enforces the Commandant of Cadet’s vision throughout the Training Officer staff.

2.7.5. Senior Training Officer. (“X” CTS/STO) At large encampments, one of the more experienced Training Officers from each Cadet Training Squadron may serve as the Senior Training Officer. At larger encampments, the Senior Training Officer may be an exclusive assignment, without the STO sustaining responsibilities for a specific flight, but rather free to
float between flights, as well as support the CTS Commander and First Sergeant. At smaller encampments, the Senior Training Officer may have concurrent duties as a Flight Training Officer. The Senior Training Officer provides guidance and assistance to the Squadron Commander and First Sergeant. He/she also serves as a communications channel between the Chief Training Officer or Commandant and the Training Officers in that squadron.

2.7.6. Training Officer. (“X” Flt/TO) Each flight at encampment has a Training Officer. The Chief Training Officer (or Commandant of Cadets if there is no CTO) selects Training Officers from qualified applicants. A Training Officer or Assistant Training Officer accompanies the flight at all times. Responsible for: (1) Safety, health and well-being of the cadets. (2) Training, guidance and assistance to the flight cadre. (3) Ensuring that the encampment training program is progressing in a satisfactory manner. (4) Training and evaluating Assistant Training Officers.

2.7.7. Assistant Training Officer. (“X” Flt/ATO) The Chief Training Officer may assign Assistant Training Officers to flights at an encampment. As with the Training Officers, the Commandant of Cadets or Chief Training Officer selects Assistant Training Officers from qualified applicants with the approval of the Encampment Commander. The Assistant Training Officer position is often considered a training position. The positions of Training Officer and Assistant Training Officer are very demanding, Assistant Training Officers are important in lightening the load and lessening fatigue for both parties. The Assistant Training Officer is responsible to the Training Officer. Assistant Training Officers assist the Training Officer in: (1) Safety, health and well-being of the cadets. (2) Training, guidance and assistance to the flight cadre. (3) Ensuring that the encampment training program is progressing in a satisfactory manner.

2.7.8. Curriculum & Plans Officer. (Enc/XP) Manages the encampment’s instructional content. While the position itself is optional, the related job tasks are obviously essential and therefore are assigned under the responsibility of the Commandant of Cadets. This position works with the CTG/XP. This position’s major functional areas include:

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

2.7.9. Senior Support Staff. The senior support staff works for the Deputy Commander for Support and works with the Support Cadre. As with Support Cadre positions, the positions manned at any encampment depends on the needs of the encampment, the organizational
decisions made by the Commander and Deputy Commander for Support, and the personnel available to fill positions. Senior support positions commonly filled at encampment are Administrative Officer (Enc/DA), Finance Officer (Enc/FM), Public Affairs Officer (Enc/PA), Logistics Officer (Enc/LG), Transportation Officer (Enc/LGT), Communications Officer (Enc/DC), Health Services Officer (Enc/HS), and Mess Officer (Enc/MS).

2.7.10. Chaplains. If available, encampment leadership makes every effort possible to have chaplains present for the entire duration of encampment. Best practices show it is most effective to have at least one chaplain for each Cadet Training Squadron, which allows for adequate coverage throughout the day and week. Typically, chaplains make themselves available at meal times for students to sit & talk with, as well as roam the barracks during the student’s personal time each evening. Chaplains may also provide religious services and character development sessions for cadets. Chaplains see to the spiritual and emotional welfare of students and report to the Encampment Commander. Any encampment participant may meet with a chaplain at any time; no one may deny this request. Training Officers should seek chaplain assistance if they find themselves counseling the same cadet on multiple occasions.
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 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 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 would 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 cadre 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 student 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 them questions about specific points and they answer 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 can 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” behave in certain ways. They help one another voluntarily, they take responsibility for the group as well as themselves, and they spontaneously begin to make noise (cadences, 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 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 cadre 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 Student Standard Operating Procedure (SOP). The SOP, along with the Cadet Program Management Regulation (CAPR 60-1), the Cadet Encampment Guide (CAPP 60-70), the Uniform Manual (CAPM 39-1), and the Drill & Ceremonies Manual (CAPP 60-33) 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 relate to: (1) Performance of drill and ceremonies precisely in accordance with definitions and procedures outlined in CAPP 60-33 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 CAPP 60-33 and any cadre 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 the flight is meeting them 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 cadre members should 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 should 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 cadre. The students meet these
objectives as a result of the cadets’ feelings of accomplishment and pride in their flight as they become more proficient and receive recognition for their achievement.

3.2.5.3. **Personal Objectives.** The last category of objectives we 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 cadre 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. A real, valid measure 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 helps the cadets “grow in themselves,” achieving their personal objectives. Where we don’t see indications of a positive attitude, we need to give serious attention 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 four different areas: Leadership, Aerospace, Fitness, and Character. Training falls into the general categories of academics, encampment skills instruction, and personal development and counseling. We can define most of the objectives for encampment based on material found in the training program. The job of the flight training cadre is to set their own specific objectives as to how and when they present the material in the training program 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 students as required by CAPP 60-70. This includes material on leadership and followership, attitude and discipline, teamwork, servant leadership, aviation and space, military airpower, and core values. Most of this material is presented by lecture, seminar, or where appropriate briefing/tour. Students 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, CAPM 39-1 and CAPP 60-33. This
area includes both formal instruction and practice. We can accomplish evaluation in this area 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 cadre members with an individual cadet that contribute to his or her personal growth is 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 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 are 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 students at encampment in careful order.

![Figure 3.1. Training Phases.](image)

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, learn at different rates, and progress at different paces. The phasing of our program varies 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 student’s successful experience. There are two parts to the introduction: the first is a careful explanation of what the cadet is 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 makes it because of an individual commitment.* Cadre members should be aware that the goals set for the students 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 we expect the students 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 student 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 cadre 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 cadre 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 cadre, 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 concludes, hopefully within an hour of the time a student arrives at encampment. This phase continues through to the end of the encampment, because some portion of the training throughout the week requires the flight training cadre to perform as 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 to the final encampment phase.

3.4.5. **Phase III - Secondary Training.** If the flight training cadre is successful in giving the flight a good foundation and has helped their cadets begin to master encampment skills, individual members of the flight begin to feel that they are not “doomed to a week of misery,” but rather that they can meet the challenges presented to them. We should nurture this foundation and attitude of competency 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 achieve a satisfactory level of mastery of encampment skills, and when the flight training cadre begins to foster an organizational pride in the flight, the process of secondary training begins.

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 adopts the training goals of encampment as its own, and strives, as an organization, to meet them. The job of the flight training cadre during this phase of training is to guide the flight both as a whole and through emerging student leaders within the flight. The flight training cadre should guard against individual members being excluded or cut out of the group. The “wholeness” of the flight and shared responsibility by its members merit emphasis during this phase. Figure 3-1 shows phases II and III of the program overlapping. This is because the transition from “cadre directed” (external) to “student directed” (internal) training does not happen at one specific time. Remember that before phase III training can take place, two important things have happened: 1) Individual members of the flight have mastered a particular skill (at least to a satisfactory level), and 2) Members of the flight 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 learn and achieve at the same rate. Does this mean that all members have to master the entire 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. “Bed-making teams” are a good example of a core of competent cadets within the flight sharing their skills in this way. Ideally, these teams “spring up” of their own accord within the flight, but practically speaking, the flight training cadre 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 cadre should 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, Assembly, 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 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 serves 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 (in consultation with the Training 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 an understanding of how that commitment was met.

3.5. **Conclusion.** The model we have created is designed to help cadre 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 cadre members who make it their primary duty and responsibility to assure the personal growth and development of the students 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 cadre 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 student relies on his flight training cadre to provide him with guidance and direction. In the same way, every member of the cadre 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 should have the respect and “followership” of their subordinates or they simply cannot succeed. In training students, cadre 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 cadre is derived from the courtesy and respect of the students. One has to earn the respect of the cadets at encampment. To train them effectively, the cadre has to earn their trust, their confidence, and their respect.

4.2. Training Methodology. We use different training methods 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 cadre has in accomplishing their training mission at encampment. Before discussing how training is implemented let’s 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 they begin to exhibit the desired behavior. Negative reinforcement, on the other hand, is doing something unpleasant or undesirable or taking something away 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 to 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 students at encampment new skills and getting them to behave in new ways, reinforcement becomes the best tool for most of our training. We rarely use punishment.

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 expected for a first attempt. The Flight Sergeant notices the work and the good results. Seeing an opportunity to 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 Training Officer 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 cadre 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 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. Cadre
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. **Tools for Positive and Negative Reinforcement.** The following was developed by a CAP cadet as an easy way to remember a standardized method for providing both positive and constructive feedback.

4.2.2.1. Person, Performance, Praise. (PPP) Used to deliver positive reinforcement.

4.2.2.2. Person, Problem, Standard, Solution. (PPSS) Used to deliver constructive feedback.

4.2.3. **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 should 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.

4.2.3.1. 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 has to 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.

4.2.4. **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. Robert Yerkes and John Dodson first reported this relationship and the summarized results of their study are 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.”

![Figure 4.1. Yerkes-Dodson Law](image)

Figure 4.1. Yerkes-Dodson Law
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.

4.2.4.1. 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 there is an optimal level of arousal where the best performance is obtained.

4.2.4.2. At encampment, we have many specific behaviors and tasks to teach the students in a very short time. To do this we should 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 basic 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 cadre remember that at encampment we lead Civil Air Patrol cadets, not military recruits. We should keep in mind the fact that it is possible to have too much stress in a training situation and in that situation cadets are unable to give their best performance. Cadre should bear in mind that students react differently to stress based on experience, age, and maturity. Flight Training Officers monitor the amount of stress students are in and step in to relieve it as necessary.

4.2.5. 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 – which helps 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 have on performance, the more motivation increases.

4.2.6. Intensity. At encampment, one of the primary ways students are brought to an increased state of arousal is through intensity. Intensity corresponds to the level of stress felt by the students, and this level fluctuates as the various activities of encampment come and go; classroom environments are by nature less intense, but this quickly changes once the students leave to go to the drill field with their flight cadre. It is the responsibility of every cadre member to understand how to properly utilize intensity as a way to train the students, as well as understanding the fine line between intensity and hazing.

4.2.6.1. CAPP 60-15 (Part II). All cadre and senior staff of the encampment should familiarize themselves with the information found in CAP Pamphlet 60-15. Specific information from that source on intensity levels is included here.
4.2.6.1.1. Level 1 – Military Skills Instruction. During military skills instruction, intensity is relatively high. Training may be characterized by traditional externally-imposed discipline, and cadets may experience some stress as they attempt to meet individual and team standards in the areas of personal appearance, drill and ceremonies, customs and courtesies, etc. In military skills training, we might occasionally expect to hear instructors using raised voices to provide guidance and training to the cadets. Instructors focus on cadets’ performance measured against clearly defined and understood objective standards. Trainers may verbally criticize a cadet’s objective performance, even if a cadet might feel slightly embarrassed. It is important to remember that any criticism of a cadet’s performance should be fair and appropriate to circumstances, with full considerations given to the receiving cadet’s age, experience, and maturity level. Leaders should anticipate that any given group of cadets may contain a substantial difference in age and experience levels, and what may be appropriate and challenging for a 17-year-old high school senior with three encampments under her belt may be too much for a 13-year-old middle school student away from home for the first time.

4.2.6.1.2. Level 2 – Academic Instruction & Normal Duties. During academic instruction, intensity is lessened to facilitate classroom instruction. In academic situations, cadets are encouraged to interact with instructors in a respectful manner, but the focus is on learning the academic topic, not basic military skills. Cadets may be called to attention at the beginning and end of classes, but would not normally be required to engage in military behaviors inappropriate in a normal classroom such as shouted responses, “sitting at attention,” etc. Level 2 intensity is the norm at advanced cadet training activities such as NCSAs, Region Cadet Leadership Schools (RCLS), etc. During normal duties, cadets interact with senior members, civilians, and fellow cadets in a respectful and businesslike manner. The focus is performing the duty or work at hand. Normal duties include meetings, briefings and counseling sessions, review boards, emergency services work (including any field work), tours, interacting with the public, and the like. Cadets continue to be held to a high standard in observing Air Force customs and courtesies at Level 2, including saluting, appropriate forms of address, and coming to attention when commanders or ranking officers enter a room. Level 2 intensity is also appropriate during CAP “business meetings” such as Cadet Advisory Council (CAC) meetings, Wing Conferences, and National Board meetings.

4.2.6.1.3. Level 3 – Social Interaction. During social interactions, intensity is lessened further to facilitate social interaction and training. Cadets are required to exhibit appropriate customs and courtesies and to display common courtesy and respect. Examples include unit picnics, banquets, award ceremonies, and cadet dances.

4.2.6.2. The “Intensity Toolbox.” Cadet Programs leaders have a number of tools and techniques to help set intensity levels for an activity. Activity plans, orders, and training schedules may describe the commander’s desired intensity level for all or a portion of the activity. Specific “tools” that may raise or lower intensity levels to the desired level include:

4.2.6.2.1. Leader Voice Tone: Moderate-to-loud voice tone used by a leader may elevate or sustain a high intensity level; a normal-to-soft voice tone can be used to lower or sustain a lower intensity level.
4.2.6.2.2. Feedback/Correction Provided by Leader: Feedback provided to cadets that is immediate and provided in front of other cadets can be used to elevate or sustain a higher intensity level; individual feedback provided at a later time can be used to lower the intensity level.

4.2.6.2.3. Formality of Feedback/Correction Provided by Leader: Formal feedback is characteristic of a higher intensity level; informal feedback is usually found at a lower intensity level.

4.2.6.2.4. Clothing: Activities conducted in uniform – particularly utility uniforms – normally have higher intensity levels than activities conducted in civilian clothes.

4.2.6.2.5. Posture of Cadet During Activity or While Receiving Feedback: Putting cadets into military formation or at the individual position of attention can raise or sustain a high intensity level; cadets who are seated or relaxed are normally at a lower intensity level.

4.2.6.2.6. Time Standards: Shortening the time to accomplish a given task (making a bed, cleaning the latrine, etc.) tends to elevate or sustain a high intensity level; lengthening the time to accomplish a given task may tend to lower the intensity level.

4.2.6.2.7. Accuracy Standards: Raising or tightening the standards of performance tends to elevate or sustain a high intensity level. Reducing or loosening the standards for a particular group or individual task may tend to lower the intensity level.

4.2.6.3. Summary. The interaction between cadre and student at encampment should always be in either Level 1 or Level 2 depending on the scenario. It is of critical importance that the cadre apply the proper amount of intensity across a wide range of scenarios at encampment to ensure the desired training outcomes. Using specific tools like those recommended above can help achieve the desired level of intensity.

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

4.2.7.1. The Department of Defense and Civil Air Patrol define hazing as any conduct whereby someone causes another to suffer or to be exposed to any activity that is cruel, abusive, humiliating, oppressive, demeaning, or harmful.

4.2.7.2. Bullying. “Bully (verb): use superior strength or influence to intimidate (someone), typically to force him or her to do what one wants.” Bullying has no place at encampment and is not an acceptable source of motivation for any leader. Period. Responsible leaders should also be aware of the perception of their actions if taken both in and out of context.

4.2.7.3. Hazing is covered during the Required Staff Training prior to 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 not only feel successful; they 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 student 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 focuses on the leadership and aerospace blocks of the training program. The academic program consists of the following units of instruction (Ref. CAPP 60-70):

- Welcome, Overview & Safety Briefing
- The Cadet Honor Code
- Wingmen & the Warrior Spirit
- Discipline: Your Key to Success
- The Leadership Concept
- Teamwork for Performance
- Servant Leadership
- Aviation
- Space
- Military Airpower
- Fit to Fly
- Core Values
- Introduction to the Cyber Domain/Cyber Defense

5.2. Learning and Teaching. As a member of the cadre of the Cadet Training Group you may be responsible for part of the academic training of students. The following system is suggested for use by cadre 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 they intend to cover. They should become so familiar with the material to be covered that they are capable of expressing its intent and content in clear, simple language without having to resort to technical terms and confusing or complicated explanations. They should be able to answer almost all questions concerning the topic they are 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 may use the early part of the drill or class period to explain the essential facts, principles, or maneuvers to master. 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 should be presented at a sufficiently slow pace to afford each cadet an opportunity to observe the procedures involved. However, it should remain lively enough to prevent boredom or apathy. Lastly, the demonstration has to be well executed. To summarize: the instructor has to plan and rehearse their demonstrations. By doing so they should never demonstrate too rapidly and always know how to demonstrate what they have explained. They should always exhibit a positive, patient, and helpful attitude toward cadets who are learning for the first time what they learned long ago. The effective instructor may also make use of assistants to aid in their demonstrations.

5.2.4. **Performance.** In certain training situations, performance of a particular skill, maneuver, or technique is done individually. In others, all of the cadets at one time engage in a trial-performance. In drill, the cadet takes 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 themselves in a position to have to backtrack or consistently repeat basic instructions during practice periods. In some longer, complex tasks such as making a military rack (bed), the instructor should probably separate the instruction, demonstration, and performance into sections so the cadets can learn the task one step at a time for better retention.

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 they have been taught. Third, the performance period requires that the individual cadet achieve an acceptable level of ability. Fourth, the properly controlled
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 should 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 should 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 is in large part dependent on how well the goals and objectives for instruction were originally defined.

5.3. **Examinations/Assessments.** The purpose of examinations and assessments 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 are two tests administered during the encampment.

5.3.1. **Pre-Test.** A pre-test is given to the students 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 pre-test. When compared to the pre-test, this test serves to measure the academic success of the training effort. This exam is the basis of the academic awards for encampment. A score of 80% is required to graduate encampment. Students who fail to achieve 80% receive remedial training regarding core encampment academic knowledge.

5.3.3. **CAPF 60 Advisories.** The Encampment Cadet Advisories are versions of the familiar CAPF 60 used at the Squadron but tailored to the encampment environment. They are available in a student version (CAPF 60-95) and a cadet cadre version (CAPF 60-96). The CAPF 60 serves each cadet as an individual, providing meaningful feedback about his or her leadership skills, contributions to the team, personal character, etc., along with helpful suggestions for further growth. Flight cadre and training officers prepare the CAPF 60-95 and discuss them with each student individually in a mentoring setting on the morning of encampment graduation. CAPF 60-96 for cadre are prepared by the cadet’s superior and training officer, and then reviewed in a mentoring setting the final day of encampment. In short, through the Encampment Cadet
Advisories, each cadet receives individualized feedback and the cadre gains a sense of whether they led each individual toward fulfillment of the encampment goals.

5.4. **Student Workbooks.** The training staff updates the CTG Student Workbook each year to ensure it doesn’t become out of date. The Commandant may also choose to use CAPP 60-71, the Cadet Encampment Handbook. These documents give students a study guide for encampment curriculum, practical exercises that reinforce training, and a reference they can take home and use. Workbooks are graded and returned to students prior to the end of 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 cadre 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 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 should constantly keep in mind the principle that example is one of the best methods for influencing people. They should 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 cadre member has to appreciate the absolute necessity for self-improvement, intense practice, and positive training for cadets.

6.4.2. The following practices help a cadre 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 should 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 to 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 should 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 themselves 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 cadets understand the value of discipline in themselves and their 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 develops 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 cadre should encourage questions, while maintaining proper courtesies. As always, safety is first. At the end of a tour, the cadre should get an accurate count of all cadets before proceeding on to the next activity.

7.1.2. Group 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 is challenging for some, offering cadets an opportunity to help everyone finish as a team. The run should be one mile in length and is led by the CTG leaders.

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 is normally the short-sleeved service uniform. During the party cadet cadre and senior staff are encouraged to participate while still maintaining supervision over the students. A guide for party planning is enclosed in Attachment 13.

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. The Block Schedule is established prior to the encampment, allowing the scheduling of classrooms and training facilities. The Block Schedule is our primary method of ensuring the lessons and activities required by CAPP 60-70 are part of the encampment curriculum. The encampment headquarters publishes daily Schedules with details including breakdown of which flights go where for meals and activities. If the cadets are to get the most benefit from their training, everyone should follow and maintain the schedule. It is the duty of each cadre member to keep to the schedule. Deviations from the published schedule are executed through a schedule change approved by the Encampment Commander or a designated representative.

7.2.1. Flight Training Activities (FTA). Within the encampment schedule, there are blocks of time allocated to the Flight Training Cadre 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 Activities (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. **Group Training Activities (GTA).** Within the encampment schedule, there are blocks of time allocated to the Group Commander for the purpose of group level training. It is the Group Commander’s responsibility for planning training during this time. Activities during this time typically include the motivational run, group competitions, or preparing for the group Inspection.

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

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

7.3.1. **Group Training Meeting (GTM).** This meeting is attended by the CTG Commander, Deputy Commanders, Squadron Commanders, Group Superintendent, and other invited guests. This meeting is held to resolve problems, discuss the upcoming schedule, and to discuss each squadron’s daily progress, discussing, as appropriate, the following topics:

- Progress in drill instruction.
- Progress in barracks skills.
- Evidence of teamwork (motivation level).
- Morale.
- Any specific problems with students or cadre.
- 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. The CTS Commander, the CTS First Sergeant, the Flight Commanders, and the STO/ Flight Training 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 cadres. The primary purpose of the STM is to plan the next day’s training goals and activities. Setting goals and analyzing progress the flights have made is the key to a successful STM. The Flight Commander describes 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 flights encountered and the successes achieved. This meeting offers an opportunity for the exchange of information. This gives the flight training cadres an opportunity to benefit from their colleagues’ experience. Training Officers should take a passive role during this meeting as feedback should have been given to cadre throughout the day.

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 cadres’ performance
• Review of the thoughts and concerns of CTS Commander

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

7.3.3. **Training Officers’ Meeting.** The purpose of the Training Officers’ meeting is to discuss progress, problems, and plans for the current and following day. The meeting is conducted by the Chief Training Officer or Commandant of Cadets. All training staff, except for the minimum number of Training Officers necessary to adequately supervise the students attend. Supervisory duties should rotate to allow ALL Training Officers to attend this meeting as often as possible. This meeting is traditionally scheduled during the students’ personal time or at a convenient time in the afternoon.

7.3.4. **Encampment Commander’s Daily Briefing.** Normally, the Encampment Commander, Deputy Commander for Support, Commandant of Cadets, Chief Training Officer, Safety Officer, Health Services, support staff as needed, CTG Commander, CTG Deputy Commanders, CTG Curriculum & Plans Officer and the Cadet Safety Officer attend this meeting, which is generally held in the late afternoon before evening formation. 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 health and safety issues
• Review changes in the block schedule
• Review logistical and supply needs
• Review transportation needs
• Brief on overall training by cadet & senior training staffs.

7.3.5. **Supervision.** It is important to monitor students in the barracks, and not leave them with a sense that they’re on their own, particularly at the beginning of encampment. During Personal Time and after Lights Out, a cadre or senior staff member should be present to ensure students are doing what they’re supposed to during Personal Time and after Lights Out. A squadron may appoint someone to cover the whole squadron during this time (to patrol the barracks area). Since we tend to use this time for key meetings, it’s important not to overlook our responsibility to supervise the students and cadre.
CHAPTER 8 – CADRE SELECTION EXERCISE

8.1. Introduction. The purpose of the Cadre Selection Exercise (CSX) is to select and begin to train the cadre for each California Wing encampment. Selection may occur over a 1-2-day period of vigorous selection and training procedures. Applicants are evaluated in the following areas:

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

8.2. Environment. The Cadre Selection Exercise is administered in a professional, businesslike atmosphere. Harassment and undue stress are not be tolerated. CSX evaluators demonstrate the demeanor of professionalism expected of CTG cadre members.

8.3. Evaluation Procedures. Under the direction of the Encampment Commander, the Commandant of Cadets and the Cadet Training Group Commander design a selection process that best meets the needs of the encampment and the resources available to them. Evaluators use a standard evaluation form available during the Cadre Selection Panel so the selecting staff can refer to details of the evaluation process as necessary.

8.3.1. Drill & Ceremonies. The applicants’ proficiency in drill of the flight, PT procedures, and command presence is evaluated against CAPP 60-33 and this manual. Applicants are evaluated in the following areas using a standardized form.

- Drill of the flight
- Command Voice
- Methods of Drill Instruction
- Situational Awareness
- Knowledge of CAPP 60-33

8.3.2. Written Exam. Each applicant completes a written exam designed to access the applicant’s knowledge of relevant portions of the following materials. The scores of this exam should be available at the Cadre Selection Panel.

- CAPM 39-1
- CAPP 60-33
- CAPR 60-1
- Learn to Lead
- Encampment Training Manual
- Encampment SOP
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 is evaluated upon their appearance and wear of the service and utility uniforms.

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

8.4. **Cadre Selection Panel.** The objective scores from each area are tallied and applicants placed in ranked order for the desired position. Once selection for all positions is complete, selectees are paired for flight assignments by taking into consideration encampment needs, strengths and weaknesses and personal compatibility.

8.5. **Results.** The CTG Commander announces the finalized version of the cadre positions as soon as possible after the Cadre Selection Panel.

8.6. **Counseling and Debriefing.** At the direction of the Commandant, senior members should be available to debrief and counsel cadets not selected for cadre positions.

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

- California Wing Encampment Model
- Encampment Academics
- Encampment Objectives
- Specific Encampment Training Procedures
- Cadet Protection Policy
- Health & Safety
- Initial STA and FTA
CHAPTER 9—PRE-ENCAMPMENT

9.1. Purpose. The purpose of pre-encampment is to give the staff and cadre time for final training, synchronizing, and preparing for encampment. At the end of pre-encampment, the cadre should be prepared to accept students into the training environment, and the support staff should have prepared the facilities and various support departments necessary to support the encampment mission. The Commandant of Cadets is responsible for the planning and implementation of pre-encampment.

9.2. Duration and Location. Pre-encampment is scheduled from 1.5 to 3 days prior to student arrival at encampment. It is normally conducted at the encampment site. In extraordinary circumstances when the encampment facilities are not available pre-encampment training may be conducted elsewhere, or at a time not contiguous to the encampment. In these cases, the staff and cadre move to the encampment site early enough to prepare the facilities.

9.3. Training. Multiple echelons of training occur simultaneously during pre-encampment. Primary focus is training the flight level cadre for their key role in training students at encampment. This training is hands-on and intense in nature due to the high training standards of California Wing, though care should be taken so as not to “burn-out” the cadre before encampment starts! The CTG Commander assumes the primary responsibility of assembling the pre-encampment training schedule with Commandant oversight/approval. Leadership should ensure there is time available for Cadet Training Squadron Commanders and Training Officers to work with their flight cadre, review Daily Flight Plans, improve knowledge of drill and ceremonies, review barracks standards and procedures, and discuss leadership techniques. This is time for the Group Commander to standardize and disseminate policies and procedures, to discuss the encampment model and training philosophy, to practice formations and ceremonies, and to motivate his/her staff for the task ahead of them, training students. Another focus at pre-encampment is to conduct briefings and training required by CAP regulations, such as Required Staff Training (RST) and safety briefings.

9.3.1. Cadre Training — Training and Support. The CTG/CC & Enc/CDC determine what classes or training events are mandatory for all encampment cadre, and which are just for the training cadre. The support cadre have many tasks to accomplish during this time to ensure the encampment is ready to accept students on Day 1, accordingly they may be excused from non-essential pre-encampment classes (though most of the pre-encampment training is valuable, they should have time to accomplish their support mission and encampment preparation).

9.3.2 Representative key training events to address during this time include:
- Initial Briefings (CC, CDC, CTG/CC, SE)
- Encampment Model
- Training Philosophy
- Drill update or certification
- Drill discrepancies
- Formation practice
- PT & Volleyball
- Barracks procedures & standards
- Barracks cleanliness training
- Conduct of STMs
- Encampment Standards
- Feedback
- Mentoring
- Parade practice
- Drill Comp tips
- Inspection training
- Required Staff Training
- Safety Briefing
- Curriculum Overview
- Role TO
- Group Motivation Activity
- Uniform preparation
- Clothing Rolling Techniques
9.3.3. Senior Training. Pre-encampment is a venue to bring the Training Officers together so they are prepared for their role at encampment, as well as to orient TO trainees to the CAWG encampment program. All TOs are invited and encouraged to attend pre-encampment. The Chief Training Officer determines what of the cadre staff training the TOs need to attend and develop a training plan around those periods to cover TO training and preparation. The pre-encampment training schedule covers cadre and TO training events.

9.3.3.1. Multiple sessions of Training Officer breakouts should occur during pre-encampment. The initial session should include introductions to each other and background/experience. This first breakout is also a great time to discuss encampment acronyms! The next session should include a description of a typical encampment day and emphasis on coaching flight staff on intro and inspection speeches. Another important area to train TOs on is coaching students that might want to go home or students that “break” during inspections. Another key TO training area during encampment is prepping all supplies prior to the activity and then briefing how to use the supplies and what is available. This is a great time to assign in-processing stations and discuss what should be considered contraband. Lastly, at pre-encampment TOs should become familiar with which students in the flight they are assigned to have medical concerns. Those concerns should be addressed at pre-encampment with Health Services.

9.3.4. Support Staff. The cadre members on the support staff work with the senior support staff to accomplish the tasks necessary in each support area. The CTG/CDS takes time during pre-encampment to bring the support cadre together as a team, conduct motivational activities and mentoring as needed for them to be successful in their roles supporting the encampment. The Dining Facility begins to offer meals to the cadre; logistics draws facilities (barracks, classrooms) and supplies (bed linens, cleaning materials) from the installation, and issues supplies to the rest of the CTG; administration prepares for in-processing; public affairs starts work on the website and weekbook; communications accounts for and issue radios; transportation accounts for CAP vehicles; health services prepares for their operations.

9.4. Preparation for Pre-Encampment. Since the purpose of pre-encampment is to refine skills and complete final training, it is reasonable for cadre to expect to be given assignments between their selection and arrival to pre-encampment. It is important for the cadre assigning this work be aware and considerate of the fact that not only do cadets have priorities outside of CAP and encampment, but encampment may not be the only activity with which the cadet is currently involved. Accordingly, any assignment given should be of an appropriate magnitude and nature as well as provide tangible value to both the assignee and assignor. Examples of appropriate assignments are: flight sergeants demonstrating the ability to instruct drill & ceremonies or barracks procedures, flight commanders preparing FTA plans, CTS commanders developing their squadron identity, support cadre doing actual work to contribute to or prepare for the functions of their department, etc. Examples of inappropriate assignments are: essays, reading assignments from sources outside of CAP not approved by the CDC, assignments that require technical skills beyond that of the average cadet, etc.
CHAPTER 10 – INSPECTION PROGRAM

10.1. Introduction. The purpose of inspections at encampment is to evaluate progress in basic encampment skills, to provide instructional feedback to students and to provide practical experience to the cadre in measuring performance and providing instructive feedback.

10.2. Informal Inspections. The cadre performs daily walk-through inspections to evaluate encampment skills and progress toward meeting encampment standards. Written comments should be left for the flight training cadre. Written feedback to individual cadets is encouraged.

10.3. Uniform Inspections. Flight cadres should conduct regular in-ranks inspections of uniforms.

10.4. Barracks Inspection Procedure. The inspecting officer designates the uniform for each inspection. The element, room or bay that is about to be inspected should 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 cadre member should monitor the cadets’ stress and emotion level for problems while maintaining an appropriate level of intensity. Members of the inspecting team should not throw, tear, or damage students’ personal equipment. The student Standard Operating Procedure and its supplements are the basis for these inspections.

10.4.1. Subordinate commanders greet an inspection party prior to their entry into a squadron or flight area. A white glove may be presented to an inspecting officer as a sign of confidence by the unit commander about to be inspected. (See Attachment 14).

10.5. Flight Inspection. The flight training cadre conducts inspections as required by each flight’s 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 cadre with interactive support from the training cadre. This inspection sets the tone for the first days of encampment. 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 have to explain why it is wrong. As the encampment progresses, flight inspections should include how to correct errors.

10.6. Squadron Inspection. Squadron inspections should be conducted during training days 3-5. The time and number of squadron inspections are determined by the training schedule and the encampment training cadre. 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 is 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 conclude preparation for inspection at the same time. At the discretion of the CTS Commander and Training Officers, cadets may work on workbooks while not being inspected. Inspection time should be divided evenly between each flight in the squadron. The CTS Commander determines the inspection order.
10.7. **Group Inspection.** The group inspection should be conducted just prior to the end of encampment. All flights conclude preparation for the inspection at the same time. At the discretion of the CTG Commander, Commandant of Cadets, and Chief Training Officer, cadets may work on workbooks while not being inspected. If workbooks are complete, cadets may be allowed to work in small groups on motivational ideas or things not related to the inspection. Inspection time should be divided evenly between flights and squadrons. The CTG Commander determines the inspection order. Inspections should not run beyond the scheduled time.

10.8. **TO Participation.** The training officer staff monitors all inspections. During inspections Training Officers should observe the inspection, assist with time keeping if requested and provide feedback to the inspecting party and the students. Training Officers should also be prepared to provide the students with a “cool-down” period immediately following the inspection and prior to the flight debrief.
CHAPTER 11 – DRILL COMPETITION

11.1. 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.

11.1.1. Innovative drill may be presented by ATS at the option of the unit commander; however, it is not scored.

11.1.2. Emphasis is placed on the performance of the flight and not on the Flight Commander.

11.2. Squadron Drill Competition.

11.2.1. The CTS commander sets the time and location for the Squadron Drill Competition as well as recruits judges and ensures all materials are in place prior to the competition. Each flight in the squadron participates in the squadron drill competition.

11.2.2. Judging staff should be comprised of the CTS Commander, CTS First Sergeant and STO. If the STO is unavailable or is also the TO of a flight within the CTS, an impartial senior member (TO from another CTS or Encampment HQ) should be used.

11.2.3. The uniform is designated by the CTS Commander.

11.3. Group Competition.

11.3.1. The CTG Commander sets the time and location for the Group Drill Competition as well as recruits judges and ensures all materials are in place prior to the competition. The winners of each squadron drill competition represent their squadron at the group drill competition. The CTG Commander designates the uniform.

11.3.2. Judging staff should be comprised of the CTG Commander and at least two other impartial judges. At least one judge should be an impartial senior member such as the Commandant of Cadets, Chief Training Officer, or Encampment Commander. Judges receive assistance from Line Judges, a Timekeeper and a Drill Sequence Validator.

11.4. Scoring. Each judge uses the encampment In Ranks Inspection Evaluation Form (Attachment 11) and the Cadet Drill Competition Evaluation Form (Attachment 12) to record each flight’s performance. The chief judge or an impartial recorder collects and compiles these sheets. The Inspection is worth 70 points. The drill sequence is divided into 15 sections. Each section is worth 10 points for a total of 150. Marching out of bounds incurs a penalty which is only counted in the event of a tie. Giving commands out of sequence incurs a penalty of two points per command inaccurately given (missed or out of sequence). The judges should do their best to score the movements remaining in the scoring group as executed. A command not executed results in a lower execution score for that group; if it is executed, but out of sequence, the team receives the performance score, but also the 2-point penalty.
11.5. **Rules.** Flights evaluated occur based on their performance of the commands listed in this chapter. In general, the emphasis in this competition is on the performance of the flight, but the Flight Commander’s performance affects the outcome as well. The flight should execute the commands in the proper sequence. Line violations (if cones are used to mark the drill field) are counted in the rare event of a tie between teams. There is no time limit for this drill sequence.

11.6. **Instructions for Flight Commander.** Flight Commanders execute the list of commands in para 11.6.4. in sequence. Extra commands are not allowed. The Flight Commander may refer to a written sequence of command list while drilling, though it is recommended that both flight cadre members make every effort to memorize the sequence. History has shown that the flights that most often win the drill competition are those whose Flight Commanders committed the sequence to memory. The Flight Commander should not let his/her inability to memorize the sequence affect the flight’s performance in the competition.

11.6.1. The Flight Commander determines where on the drill field to march on so that the flight is able to continue the drill sequence in bounds after the inspection. The flight marches onto the drill field and halts in front of the judges. Flight Commander faces the flight to the judges (normally left).

11.6.2. The Flight Commander faces the judges, salutes and reports to the Chief Judge “Sir/Ma’am, ‘___’ Flight reporting for drill competition”. The Chief Judge directs the Flight Commander to prepare for inspection. The Flight Commander opens ranks and checks alignment per CAPP 60-33, para 4.5 and 4.4.1.4., and posts as designated in 4.5.2. The Chief Judge proceeds to the Flight Commander, who salutes and reports “Sir/Ma’am, ‘___’ Flight is prepared for inspection”. The judges inspect students’ uniform, bearing, and knowledge of memory work. The Flight Commander remains at his/her post in front of the Guide.
11.6.3. Once the inspection is completed, the Chief Judge returns to a position in front of the Flight Commander. The Chief Judge directs the flight to continue the drill sequence. They exchange salutes and the Flight Commander faces left, continues the drill sequence, resuming his/her normal post once the flight has closed ranks.

11.6.4. Sequence of Commands for Encampment Drill Competition

1. Close Ranks, March
2. Right, Face
3. About, Face
4. Left, Face
5. About, Face
6. Parade, Rest
7. Flight, Attention
8. Open Ranks, March
   (Flt/CC checks alignment per CAPP 60-33, p 4.4.1.4.)
9. Ready, Front
10. Close Ranks, March
11. Right, Face
12. Close, March
13. Extend, March
14. Left, Face
15. Eyes, Right
16. Ready, Front
17. Present, Arms
18. Order, Arms
19. Count, Off
20. Right, Face
21. Count, Off
22. Cover
23. Left, Face
24. Dress Right, Dress
25. Ready, Front
26. About, Face
27. Dress Left, Dress
28. Ready, Front
29. About, Face
30. Left Step, March
31. Flight, Halt
32. Right Step, March
33. Flight, Halt
34. Right, Face
35. Forward, March
36. Count Cadence, Count
37. Change Step, March
38. Change Step, March
39. To the Rear, March
40. Left Flank, March
41. Left Flank, March
42. Close, March
43. Forward, March
44. Column Right, March
45. Forward, March
46. Extend, March
47. Forward, March
48. To the Rear, March
49. Count Cadence, Count
50. To the Rear, March
51. Column Right, March
52. Forward, March
53. Flight, Halt
54. Right Flank, March
55. Flight, Halt
56. Left Flank, March
57. Half Step, March
58. Forward, March
59. Eyes, Right
60. Ready, Front
61. Column Right, March
62. Forward, March
63. Column Half Right, March
64. Column Half Left, March
65. Flight, Halt
66. Counter, March
67. Forward, March
68. Counter, March
69. Forward, March
70. Column Right, March
71. Forward, March
72. Flight, Halt
73. Cover
74. Left, Face
75. Present, Arms

Flight Commander faces the judges and salutes. Team is dismissed. Flight Commander marches the flight off the drill field.
Figure 11.2. Drill Competition Sequence
CHAPTER 12 – VOLLEYBALL COMPETITION

12.1. Purpose. The intent of the encampment volleyball program is to encourage teamwork and sportsmanship. Participation in competitive sports relieves stress, builds esprit de corps, develops self-esteem, teaches cooperation, develops coordination and contributes to good health. The flight training cadre is encouraged to practice volleyball during FTA. All cadets should participate in volleyball and can only be excused by a Training Officer.

12.2. Squadron Competition.

12.2.1. Each squadron should conduct its own elimination tournament. Flights play one against the other, and there is no consolation tournament in the squadron competition. However, if time and courts permit, eliminated flights may play for fun.

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

12.3. Group Competition.

12.3.1. Winning flights from the CTS competitions proceed to the Group Competition.

12.3.2. Chief judge for the group competition is the Group Superintendent.

12.3.3. The Chief Judge recruits Line judges.

12.4. Volleyball Terms.

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

12.4.2. 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.

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

12.4.4. Harassing. Harassing is unsportsmanlike conduct by a player that interferes with an opponent’s attempt to play the ball.

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

12.5.1. Referee. The designated referee for the given match is the authority on all play related calls and their decision is final. (Exception: in the event of a cadre vs. senior game)

12.5.2. 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 continues until one team leads by two points, in which case that team is declared the winner.

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

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

12.5.5. Time Outs. Each team is allowed two time-outs per game. A time out does not exceed one minute.
12.5.6. The server serves the ball from a position behind the end line and within the service area. The ball may be struck with open or closed hand, under or overhand, or with any part of the arm.

12.5.7. After a side out, the team receiving the ball for serve rotates as indicated in figure 12-1 before serving. The player coming off the court enters the end of the rotation line. All members rotate into play and no change of relative position in the rotation line is allowed.

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

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

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

12.5.11. The ball may be played from the net.

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

12.5.13. Teams change courts at the end of each game.

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

12.6.1. Touches the net.

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

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

12.6.4. Displays unsportsmanlike conduct.

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

12.6.6. Harasses the opponents.

12.6.7. Changes playing position between front, middle, and back rows.

12.6.8. Is off the court at service impact.

12.6.9. Serves out of turn.

12.7. Errors. An error is a lack of playing proficiency. A player commits an error when:
12.7.1. The ball visibly comes to rest on any part of a player’s body so that it is held, thrown, caught, or rolled. The player has to clearly hit the ball so the impact causes a crisp rebound.

12.7.2. The ball is hit out of bounds.

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

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

12.7.5. Failure to make a good serve. A side out is 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.

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


12.8.1. Points can be earned whether the team is serving or receiving.

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

12.8.3. Point or Side Out. The penalty for a foul or error is a point to the other team and a side out, if applicable.

12.8.4. Foul Takes Precedence. When a foul and an error occur simultaneously, only the foul is penalized.
CHAPTER 13 – PHYSICAL TRAINING

13.1. 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. The reference is CAPP 60-50, Active Cadet Fitness Guide. A fitness assessment may be conducted in accordance with CAPP 60-50 at the discretion of the CTG/CC.

13.2. Conduct. The cadet NCO cadre 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, aerobic activity, and cool-down.

13.2.1. Warm up and cool down. Make sure cadets warm-up before exercise, and cool-down when they finish. Listed below are instructions for cadets to follow during fitness training and testing.

13.2.1.1. Warming-up increases your body’s internal temperate and heart rate. Injuries can be avoided when your heart, muscles, ligaments, and tendons are prepared for exertion. Suggested warm-ups include:

- Slowly jogging-in-place or walking for one or two minutes. This gradually increases your heart rate, blood pressure, circulation and the temperature of the active muscles.
- Conduct rotationals described in 13.4.1.
- Conduct stretches described in 13.5. Slowly stretch the muscles that you’ll be using. Don’t stretch to the point that you feel pain. The purpose of stretching is to activate your muscles, not to put stress on them. Hold each stretch for 5 to 10 seconds and do not bounce or bob.

13.3. Extended Rectangular Formation. When squadrons assemble for a PT session, flights need to ensure they leave enough room between flights to absorb the extension of the flight to double arm interval. Listed below are instructions for cadets to follow during fitness training and testing. For these purposes the Cadet Training Group has adopted the US Army’s procedures for physical training, as authorized in para. 5.12.1. of CAPP 60-33. This section draws from CAPP 60-50, CAPP 60-33 and US Army Field Manual 7-22. Use the following sequence of commands to form an extended rectangular formation:

13.3.1. The First Sergeant starts the formation by giving the command “Form for PT”.

13.3.2. Flight Sergeants do not salute but perform an about face and give the command “Extend to the Left, MARCH.”

13.3.2.1. In line formation, element leaders stand fast and all cadets raise both arms to their sides to shoulder level, quickly moving to the left with 12’’ between fingertips.
13.3.2.2. While moving the cadets sound off; once the cadets arrive at their prescribed position they stop moving their feet and stop sounding off.

13.3.3. Flight Sergeants command “Arms Downward, MOVE” at which time the cadets lower their arms sharply to the sides.

13.3.4. Flight Sergeants command “Left, FACE.” Followed by “Extend to the Left, MARCH.”

13.3.4.1. The first element stands fast & raises their arms. All cadets to the left of first element move quickly to the left to obtain double interval with 12” between fingertips.

13.3.4.2. While moving the cadets sound off; once the cadets arrive at their prescribed position they stop moving their feet and stop sounding off.

13.3.5. Flight Sergeants command “Arms Downward, MOVE” at which time the cadets lower their arms sharply to the sides.

13.3.6. Flight Sergeants command “Right, FACE.” Followed by “From Front to Rear, COUNT OFF.”

13.3.6.1. 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.

13.3.7. Flight Sergeants command “Even Numbers to the Left, UNCOVER.”

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

13.3.8. To re-form a flight in line, the command is “Assemble to the Right, MARCH.” All cadets except the guide or first element leader move quickly to their original positions so the flight is In Line at normal interval.

13.4. Rotationals. After the flight is formed for PT, the First Sergeant begins rotationals. Conduct rotationals in sequence from head to toe, following the sequence identified in Figure 13.1.

13.4.1. To start rotationals the First Sergeant commands the name of the rotational. The First Sergeant can then give a brief explanation and/or demonstration of the rotational, if necessary.

13.4.2. The First Sergeant commands “Starting Position, MOVE” followed by “Ready, BEGIN.”

13.4.3. For the arm and shoulder rotationals the First Sergeant starts the rotational at the smallest circle and give the command “BIGGER” to get the flight to advance to the next size of rotational. The First Sergeant repeats this until they command “BIGGEST” to get the largest and final rotational size.
13.4.4. To stop the rotational the First Sergeant commands “HALT.” Once the flight stops the First Sergeant commands “Change Direction” to begin rotationals in the opposite direction. The First Sergeant repeats the process until the “HALT” command is given again.

13.4.5. From the position of attention First Sergeants command “Position of Attention, MOVE” prior to beginning the next rotational or stretch.

Figure 13.1. Rotationals

13.5. 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 Figures 13-2.

13.5.1. Stretching occurs after rotationals. During the first PT period the First Sergeants should ask if cadets have questions and should demonstrate the stretches if necessary. After cadets are familiar with the stretches the First Sergeant merely needs to say what the stretch is and command cadets to the starting position.

13.5.2. To start stretches the First Sergeant commands the name of the stretch, then commands “Starting Position, MOVE.”

13.5.2.1. To begin stretching the First Sergeant commands “Ready, STRETCH.”

13.5.2.2. To change position the First Sergeant commands “Starting Position, MOVE” then “CHANGE POSITION” and finally “Ready, STRETCH.”
13.5.2.3. To end the stretch the First Sergeant commands “Starting Position, MOVE” then “Position of Attention, MOVE.”

13.5.3. The following are recommended stretches and descriptions.

13.5.3.1. Hamstring Stretch. Sit on the ground with both legs fully extended in front of you. Keep your feet upright and about 6 inches apart. Put your hands on your toes. Then bend at your hips, keeping your back and head in a comfortable but straight line. Hold this position for 10 to 15 seconds.

13.5.3.2. Calf Stretch. Stand with your feet shoulder-width apart and your left foot slightly forward. Then bend forward at your waist. Reach down and pull the toes on your left foot forward toward the shin. Hold this position for 10 to 15 seconds and then repeat with the other leg.

13.5.3.3. Overhead Arm Pull. Stand with your feet shoulder-width apart. Raise your right arm by bending your right elbow and touching the back of your neck with your right hand. Then, grab your right elbow with your left hand and pull to the left. Hold this position for 10 to 15 seconds. Repeat with the other arm.

13.5.3.4. Groin Stretch. Start by sitting on the ground with the soles of your feet together. Place your hands on your feet. Then bend forward at your hips. Keep your head up. Hold this position for 10 to 15 seconds.

13.5.3.5. Thigh Stretch. Begin at attention. Bend your left leg back toward your buttocks. Grasp the toes of the left foot with your right hand and pull your heel toward your buttocks. Balance by extending your left arm. Hold this position for 10 to 15 seconds. Repeat with the other arm and leg.

13.5.3.6. Neck & Shoulder Stretch. Start by standing with your feet shoulder-width apart and your hands behind your body. Grasp your left wrist with your right hand and pull your left arm down and to the right. Also tilt your head to the right. Hold this position for 10 to 15 seconds. Repeat with the other arm.
13.6. **Exercises/Calisthenics.** After stretches, begin exercises or calisthenics. Calisthenics are conducted in a regimented fashion by the First Sergeant and are designed to increase the heart rate of the cadet and prepare for aerobic activity, NOT to punish the cadets for their inability to exercise. 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 shown below. Depending on time available, the First Sergeant may vary the calisthenics exercised from day to day.

13.6.1. To start exercises the First Sergeant commands the name of the exercise, which the flights repeat. The First Sergeant can explain the exercise if necessary and then command “Starting Position, MOVE.”

13.6.2. Once in the starting position the First Sergeant commands “In Cadence, EXERCISE.” Once the exercise is started the First Sergeant leads by counting the cadence (1, 2, 3) and the cadets count the repetition (ONE). To stop the exercises the First Sergeant counts the last inflection with a noticeable inflection (one, TWO, three) and then instead of the next repetition the flight calls “HALT.”

13.6.3. The following are recommended exercises and descriptions.

13.6.3.1. **Bend and Reach.** Start by standing with your feet a little wider than shoulder-width apart and fully extend your arms above your head, with your palms facing each other. Then bend at the knees and waist, slowly bringing your arms down and reaching between your legs as far as possible. Recover slowly to the start position. Repeat in slow cadence.

13.6.3.2. **Mule Kick.** Start by standing with your feet shoulder-width apart. Jump up while kicking your heels against your buttocks. Repeat in moderate cadence.

13.6.3.3. **Ski Jump.** Start by standing with your feet together and place your hands behind your head, with your fingers interlaced. Then, while keeping your feet together, jump sideways to the left and then to the right. Repeat in moderate cadence.
13.6.3.4. The Engine. Start by standing with your arms extended in front of your chest. Keep them parallel to the ground, with your palms down. Raise your left knee up to your left elbow, then return to the start position and raise your right knee up to your right elbow. Repeat in moderate cadence.

13.6.3.5. Knee Bender. Start by standing with your feet shoulder-width apart, hands on your hips, thumbs in the small of your back, and your elbows back. Then bend at the knees while leaning slightly forward. Keep your head up. Slide your hands down the outside of your legs to about the midpoint of your calves. Recover to the start position and repeat in moderate cadence.

13.6.3.6. Flutter Kicks. Start by lying on your back, with your hands beneath your buttocks. Keep your head raised off the ground and your knees slightly bent. Raise and lower each leg, one at a time, so that your feet are 6 to 18 inches off the floor throughout. Use a moderate cadence.

13.6.3.7. Side-Straddle Hop. Start by standing with your feet together and your arms at your side, palms facing in. Jump while moving your feet shoulder-width apart. Also move your arms out sideways and up until your hands touch above your head. Then return to the start position. Repeat at moderate cadence.

13.6.3.8. Squat Bender. Start as you do with the knee bender. Then bend at the knees to lower yourself into a half squat position while maintaining balance on the balls of your feet. Lean slightly forward and thrust out your arms forward at shoulder level, palms down, and elbows locked. Return to the start position. Next, keep your knees slightly bent and bend forward at your waist to touch the ground in front of your toes. Return to the start position. Repeat at moderate cadence.

13.6.4. The First Sergeant may move directly into the next exercise or may command AT EASE.
Figure 13.3.b. Calisthenics: The Engine and the Knee Bender

Figure 13.3.c. Calisthenics: The Flutter Kick and the Side Straddle Hop

Figure 13.3.d. Calisthenics: The Squat Bender
13.7. **Aerobic Activity.** After calisthenics, the First Sergeant should direct the aerobic activity of the day. Normally, this involves a run, but another aerobic activity is acceptable.

13.8. **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 teaches 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 helps both the cool-down and may help reduce soreness the following day.
CHAPTER 14 – ADVANCED TRAINING SQUADRON

14.1. Purpose. This chapter is to assist the Commandant and staff in planning and conducting an Advanced Training Squadron (ATS) in conjunction with a student encampment. It describes the school, organization and duties of the staff, administrative requirements, operation guidelines, and curriculum. Course outlines, defining the goals and objectives of each class, are included.

14.1.1. General Information. 1) Advanced Training Squadron (ATS) is part of the California Wing encampment program. 2) ATS material covers CAP organization, CAP missions (Cadet Programs, Emergency Service and Aerospace Education), drill, uniform, cadet responsibilities, and cadet cadre training. 3) ATS is attached to encampment and as such is not held below the wing level. 4) ATS requires eight days to complete (Eleven with pre-encampment is ideal). 5) Courses in the curriculum cover a minimum of 60 hours of training. 6) Recommended prerequisites for ATS: a. Completion of encampment as a primary student. Completion of General Emergency Services. b. Students should be Cadet Airman to Cadet 1st Lieutenant. c. Prior attendance at BCS, NCOS, SNCOS and DCS preferred for cadre applicants.

14.1.2. Goal. The goal of the ATS is to provide the cadets an opportunity to gain secondary encampment training expanding on all three missions of Civil Air Patrol. The goal is to teach a solid foundation of drill, leadership, and ES/AE skills training which allows the cadet to grow within the Civil Air Patrol program.

14.1.3. Objectives. A graduate of ATS should demonstrate: 1) An advanced knowledge of CAP uniforms, drill, and a basic understanding of CAP’s history and its mission. 2) An advanced understanding of the CAP cadet program, specifically the requirements, opportunities, and awards of Phases I and II. 3) Advanced knowledge of the responsibilities and discipline required of every California Wing cadet. 4) Experience in Aerospace Education (model rocketry) and Emergency Services (striving for GTM 3).

14.1.4. Expected performance. Each cadet is responsible for all the material presented during ATS, completes the ATS binder and passes final practical examinations. Testing accommodations and modifications should be arranged for students with a learning disability. The arrangements should be executed discreetly and kept confidential by the Flight Training Officer under the direction of the Commandant.

14.1.5. Background. ATS occurs on an “as needed” basis in California Wing. The recent need developed in 2015 and has led to a well-rounded establishment of curriculum under the Cadet Training Group umbrella. California Wing Cadets can greatly benefit from this intensive training program that many local units do not have the resources to provide.

14.1.6. Philosophy. ATS supplements leadership training, aerospace education and emergency services training in CAWG for cadets who are interested in earning a second encampment credit. Cadets graduating ATS receive encampment credit. ATS is a working academic school. The environment is professional and fast paced. The intensity is not to the level of a first-time encampment experience; rather it is a serious, efficient operational level of training.
While high standards for discipline should be maintained during the activity, stress levels should be kept to a minimum. The level of stress should be sufficient to encourage prompt responses to orders but not to a level that cadets would be fearful of making mistakes. Therefore, the senior staff is responsible for controlling the stress level used by cadet cadre. All cadre members and instructors should conduct themselves in a professional, competent, and business-like manner at all times (CAPP 52-23 Implementation Guide).

14.1.7. Methods of Instruction. ATS courses are categorized into three types: interactive lecture, field activity, and laboratory. The material is presented first in lecture format, followed by field activity or workbook completion to provide immediate reinforcement. Laboratories and field activities, such as the drill labs, field-based ES Training or rocket launches, allow students to practice what they have just learned under the direct supervision of staff members.

14.1.8. Creation of a positive and constructive atmosphere allows for the thorough exchange of ideas and provides a proper learning environment. At all times instruction in each area should be easy to understand, suitably paced, and very thorough.

14.2. Organization.

14.2.1. Senior Staff.

14.2.1.1. Senior Training Officer. (ATS/STO) The ATS/STO is a senior member with advanced knowledge of the Cadet Program. The ATS/STO acts similarly to the role of Project Officer and Executive Officer for ATS. This person should possess strong experience and skill in interacting with both senior and cadet members. The ATS STO should be especially familiar with encampment leadership training, Ground Team and UDF, and aerospace (rocketry). The primary responsibility of the ATS STO is to mentor the selected Cadet Cadre and ensure that the ATS program is properly implemented. This includes adequate logistical support as well as successful implementation of the academic program. He or she follow the guidelines established in the Encampment Training Handbook.

Specific responsibilities include:

- Ensuring that all the objectives for Advanced Training Squadron are met
- Selection of staff (With the collaborative effort of the encampment Executive Staff)
- Supervising the quality and implementation of the ATS academic program
- Ensuring that proper housing and meal arrangements are made
- Ensuring the safety and well-being of every CAP member in attendance
- Ensuring proper coordination with facility personnel
- Ensuring appropriate maintenance of finance records
- Ensuring all CAP directives are followed
- Ensuring all Instructors for ATS needs are hired

14.2.1.2. Instructors. The instructors are responsible for the planning, preparation, and presentation of their classes. Instructors need to meet the specific roles of an ES Mission (IC,
MSO, and MRO etc.). They should be thoroughly familiar with their specific topics and able to present them in an interesting and dynamic manner. In addition, they should set a good example for the cadets in all areas such as uniform wear and customs and courtesies. Instructors should be senior members knowledgeable in the Cadet Program and/or Phase III or Phase IV cadets. High level (GT3 or higher) ES Cadets may be brought in as instructors. Any guest instructors for ATS are not part of the encampment chain of command and are guests under the responsibility of ATS staff.

14.2.1.3. **Training Officers.** Training Officers are senior members knowledgeable in the Cadet Program with experience and skill interacting with cadets. They are responsible for the safety, health, and well-being of the cadets, and provide proper supervision at all times throughout the activity. The flight Training Officer also provides training, guidance, and assistance to the flight cadre. They should be available to the students for counseling, guidance, and feedback. There should be at least one Training Officer for each flight.

14.2.2. Cadet Cadre.

14.2.2.1. **Advanced Training Squadron Commander (ATS/CC).** The role of the ATS Commander is to coordinate, command, and control cadet activities in order to ensure successful completion of the ATS. He or she monitors the training to see that it is progressing in a satisfactory manner. He or she trains, directs, and monitors the cadet cadre members to ensure they are properly carrying out their responsibilities. He or she sets the standard and is an example for the cadet cadre in matters of customs and courtesies, uniform wear, and military bearing, as well as maintaining a positive atmosphere and environment for both the staff and the students. The ATS Commander reports to the CTG/CDO. The ATS/STO is the senior advisor to the ATS/CC.

14.2.2.2. **Advanced Training Squadron Deputy Commander for Operations (ATS/CDO).** The ATS Cadet Deputy Commander for Operations works directly under the supervision of the ATS Commander. The ATS Cadet Deputy Commander for Operations is responsible for the implementation of the training curriculum. They also serve as the direct mentor for the ATS Flight Commanders. The ATS Cadet Deputy Commander for Operations also works with the ATS Senior Training Officer. Tasks include overseeing the classes and the overall training of ATS students. The ATS Cadet Deputy Commander for Operations sits in meetings such as the GTMs in the absence of the ATS Commander.

14.2.2.3. **Advanced Training Squadron Deputy Commander for Support (ATS/CDS).** The ATS Cadet Deputy Commander for Support works directly under the supervision of the ATS Commander. The ATS Cadet Deputy Commander for Support is responsible for the support and logistical needs of ATS. The ATS Cadet Deputy Commander for Support also works with the ATS Senior Training Officer. Tasks include overseeing the schedule, assisting with ES data entry, printing needs and all logistical needs of ATS.

14.2.2.4. **First Sergeant.** The First Sergeant provides assistance to the ATS Commander. The First Sergeant is selected daily from the ATS students as part of a leadership training program.
14.2.2.5. **Flight Commander.** The Flight Commander is responsible for the training, health, and well-being of the members of his or her flight. The Flight Commander sets the standard for professional conduct. He or she instructs the flight whenever necessary and assists individuals within the flight when they need any special assistance in learning the course material. It is imperative that the Flight Commander projects a positive image of the program. It is preferred that the Flight Commander has ES and Rocketry experience. The Flight Commander is selected at Cadre Selection Exercise but may be hired in advance with proper advertising/applications and with approval of the Enc/CDC.

14.2.2.6. **Flight Sergeant.** The Flight Sergeant provides assistance to the Flight Commander. The Flight Sergeant is selected daily from the ATS students as a leadership training program.

**14.3. Administration.**

14.3.1. Application Process. ATS is part of the CAWG encampment training program. Students register under the CAWG encampment registration system. This request should ideally be received 120 days prior to the expected date of the school. California Wing policy for activity approval requires the submission of a CAWG Form 29 (Event Operations Plan) and a completed Operational Risk Management (ORM) Assessment. These documents should be completed in their entirety and attached to the email initially requesting permission to host the ATS in conjunction with the CAWG encampment. The curriculum for ATS is under the authority of the Encampment Commander. When the event is approved, the DCP forwards the approved documents to the Commandant and Encampment Commander.

14.3.2. Facility Request. Request for use of facilities should be made as early as possible to assure availability of desired facility, or to make alternate arrangements if necessary. The Encampment Commander or their delegate handles facilities requests.

14.3.3. Marketing/Promotion. Advertising and promotion of the ATS, to both individual members and units in the local area, is necessary to achieve adequate participation. Promotion is more than just a one-time announcement of the activity; it entails "selling" the benefits and virtues of ATS to Squadron Commanders, prospective students and their parents, and encouraging their attendance. This promotion should be done far enough in advance to allow adequate lead-time for cadets to apply and prepare for the activity. All promotional materials should contain dates, application deadline, location, cost, application procedure, brief descriptive information, and contact information. All material should contain a request to forward the material to interested cadets.

14.3.4. Student Application Procedures. Students apply via the encampment registration system. They should apply as far in advance as possible, and ATS leadership establish an application deadline at least three weeks in advance to allow proper administrative and logistical coordination. Specific deadlines to consider are: facility personnel notification, t-shirt ordering, food planning/purchasing, producing an MSA (for Air Force bases), etc. Cadets apply using CAPF 31, “Application for Special Activities” with their Squadron Commander’s certification and parent’s signature completed. Payment is completed via PayPal as part of the online registration process.
14.3.5. Acceptance Letters. The ATS Commander and ATS STO should send an email to each student and staff applicant with a letter of acceptance indicating reporting time, date, location, directions, equipment list, and an emergency contact number for use during the event at least two weeks prior to the school.

14.3.6. Encampment Graduation Certificate. Using the actual student attendance information in the database, encampment staff prepares graduation certificates. All members successfully completing ATS and staff are indicated. This serves as the official record of the participants. These graduation certificates should be given to each student as part of his or her graduation packet (along with other documents) and emailed to the Director of Cadet Programs as part of the end-of-activity procedure.

14.3.7. In-Processing Procedures. To be coordinated with the encampment. A roster of the student and staff participants (cadet and senior) should be provided by the administration department and used as a check-in roster. Ideally, the Administrative Officer, Finance Officer, and Health Safety Officer should be present for the check-in process. The ATS/STO ensures that all cadets in ATS comply with all CAP Regulations (safety, medical, administrative, etc.) prior to allowing them to attend the activity. Cadets may assist with the check-in process, but they work under a qualified senior member. In-processing sets the standard of professionalism and stress for the week, as such clear organization is crucial. The cadre formulate a plan and brief it to key personnel on staff. In-processing accomplishes the following tasks:

- Forms checked for completion
- Medical Station (Senior Staff)
- Money received
- Flight Assigned
- Parents briefed on graduation and dismissal time
- Confirm “Go Home Plan”

14.3.8. Finance. Financial arrangements are the responsibility of the CAWG encampment in accordance with CAP Regulations. It is recommended that the activity be self-supporting on a cost-only basis to participants. In determining this, careful analysis should be given to the cost-per-person of billeting, meals, activity-provided supplies, transportation (if provided by the activity), and any other anticipated administrative expenses. Specific financial record keeping is the responsibility of the ATS/STO in consultation with the Enc/CDS and Enc/FM. Financial records should include a listing of applicants and fees paid, a listing of expenses, and receipts. ATS students should either bring (a borrowed one is fine) a 24-hour ES pack or they may have the option of buying a 24-hour pack for $50 at the start of encampment. Should they not be able to meet either of these options, they cannot participate in the ES training portion, jeopardizing their graduation.

14.3.9. Final Report. Within two weeks of the completion of ATS, the ATS cadre submits the following to the Director of Cadet Programs, California Wing and the Encampment Commander: 1) Activity Final Report. 2) Graduation List. 3) Finance Report. 4) CAPF 78 Mishap Report Form, if applicable. (NOTE: Documentation and administrative records should be retained by the ATS

14.4.1. Facilities & Support. Facilities and support should be coordinated through the encampment to include billeting, mess hall, classroom, office space and transportation.

14.4.2. Cadre-Student Interaction. At all times during this activity it is essential that the cadet cadre and senior staff remain highly visible and set examples of professional conduct. These examples provide the single greatest impression upon cadets during training. In addition, the cadre should be available for questions and feedback to students whenever possible to maximize and reinforce learning. Special attention should be given to evaluation of each student’s problem areas and extra attention given for correction. This type of dynamic cadre-student interaction should achieve a sense of obligation for appropriate conduct and a feeling of acceptance and belonging within the Civil Air Patrol Cadet Program.

14.4.3. Staff Briefings/Meetings. The ATS STO briefs the cadre on the logistics and academic arrangements for the activity during an initial briefing. This includes a safety and medical briefing. Cadre staff meetings are held at the end of the day. Cadre meetings typically include a discussion of the training as well as the schedule for the following day.

14.4.4. Cadet Cadre Evaluations. Each TO evaluates their cadet flight cadre at the end of ATS through a CAPF 60-96. This evaluation is for the benefit of the individual cadet cadre member in an effort to identify strengths, focus attention on areas for improvement, and to provide specific direction for self-improvement in the future.

14.4.5. School Evaluations (Critiques). Each student completes a Student Critique Form at the end of the final classroom session. The staff should review the critiques at the final staff meeting to highlight positive points as well as suggestions for improvement. Highlights from the student critiques should be read to the staff. A summary of the critique should be included in the final report.

14.4.6. Awards. Flight Honor Cadet: An Honor Cadet is selected from each flight. The cadet flight cadre and TO select this cadet. Selection is based on attitude and performance during encampment. ATS Honor Cadet: This student is one of the Flight Honor Cadets who has demonstrated the best overall attitude and performance during the ATS encampment. The Flight Commanders and TOs make their recommendations to the ATS/CC and the ATS/STO. Final selection is the responsibility of the ATS/CC with ATS/STO input.

14.4.7. Graduation Ceremony. The graduation ceremony is a standard review held in accordance with CAPP 60-33 and in conjunction with the CTG. The Flight Honor Cadet takes the position of Flight Sergeant. The cadet receiving the ATS Honor Cadet Award holds the position of the First Sergeant. Honor Cadets receive special notation of the award on their graduation certificates. Flight Commanders present the graduation certificates individually to each
member of the flight. Flight cadre may offer their contact information so they can be a future resource. This fosters a great sense of team spirit between ATS cadre and ATS members.

14.4.8. Out-processing. Out-processing occurs at the close of the activity. All cadets (including cadre) formally sign out of the activity.

14.4.9. Final Staff Meeting. A final staff meeting is held after the students have signed out to allow for a debriefing of the activity. No cadre member, cadet or senior, may leave until the ATS/STO or Encampment Commander dismisses him or her.

14.5. Instruction.

14.5.1. References. Instructors are expected to research their topic sufficiently to be considered subject matter experts (SME). The first step in preparing a class is to reference the source to acquire the most current information on the topic. Sharing the source with the students not only establishes credibility, but also provides students a starting point for future research and awareness. Generally, these references contain far more detailed information than an instructor can cover in the lesson; it is necessary to choose what is important in a student's introduction to Civil Air Patrol.

14.5.2. Time. The times listed for each class are based on the experience from prior Advanced Training Squadrons and should be appropriate for introducing new students to the subject. If the class is too short and the instructor finishes before the scheduled time, he or she may have missed a topic or failed to include enough detail. On the other hand, if class is too long, the instructor may have included too much detail, or gotten off track. The instructor should remember that his or her class should fit within the overall ATS schedule, regardless of the importance of the material to the instructor.

14.5.3. Preparation. Instructors are encouraged to reference Chapter 5 (Instruction) of this pamphlet in preparation for their classes.

14.6. Course Curriculum.

14.6.1. Curriculum Hours: (Per National encampment guidelines for encampment credit)

- **Emergency Services:** 0 required (However, CAWG ATS is founded on strengthening ES for Cadets in CAWG. Goal is to provide training to cadets so that they may reach GT3 if they can prove competency. ATS strive to conduct 2-3 sorties.)
- **Aerospace:** 10 required
- **Leadership:** 20 required
- **Fitness:** 8 required
- **Character:** 4 required
- ATS also supports the encampment for logistical and administrative needs at the start and end of the encampment.
14.6.2 Emergency Services. All courses supporting GT3 and UDF are included in the ATS encampment schedule. Further, 24-hour packs are available for sale for $50 or cadets can bring their own. (The ATS Project Officer/STO should order the equipment for the 24-hour packs well in advance of the activity to assure all pieces are gathered and backorders or cancellations of orders do not impact the completion of the 24-hour packs.) The 24-hour packs require an advanced expenditure recovered once the packs are sold.

14.6.3 Aerospace.

- Model Rocketry-Stage 3, ATS offers the Saturn Program. This includes two stage launching (if time permits and it is feasible to complete Stage 1 and 2, the ATS may complete this as well.) This requires the encampment to purchase rockets and engines. Most engines require 30 days for shipping, so the ATS Project Officer/STO should order equipment early in the planning phase.
- O-Rides (Military and Corporate are ideal)
- Aerospace hands on classes such as glider building, parachute drops, and other STEM activities should be included.

14.6.4 Leadership. Courses are offered (and may be expanded) in the following areas:

- The Drill Commander and Command Voice
- Innovative Drill
- Formations
- Drill Terms
- Public Speaking
- Conducting Barracks Inspections
- Group Inspection
- 6-Step Teaching Method
- Conflict Resolution

14.6.5 Fitness. Physical Exercise is a daily program for ATS. Note, a lot of physical exercise occurs on ES sorties and training but in the ES category. The goal for ATS fitness is to teach students how to run effective and fun squadron level PT formations and activities. PT Courses include (may be expanded):

- PT Formations
- PT Exercises
- Volleyball
- Fun Squadron Games
- O-Course
- Group Run
- Alpine Tower (or Ropes/Leadership Reaction Course)
14.6.5 Character Development. Character Development or religious services are offered during the course of the encampment week. Further, classes on Moral Leadership, Honor Code, Ethical Decision Making, Core Values and other Character Building topics are conducted in ATS.

14.6.6 Curriculum for ATS can be conducted over the 8-day encampment, or ATS students can be brought in during the pre-encampment phase to enhance training opportunities and support the logistical set up needs of the encampment.
CHAPTER 15 – AWARDS

15.1. 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 winning awards. To this end, staff members are reminded that the training program and schedule should be followed at all times. Short cuts and “program cheating” are not allowed (for example, having your cadets memorize the answers to the entrance/exit examination).

15.2. Squadron Level Awards. In a Group level encampment, Squadron Commanders may award the following within their squadrons. They are usually awarded a streamer for the flight’s guidon.

- Daily Squadron Honor Flight
- Squadron Drill Competition
- Squadron Volleyball Competition

15.3. CTG Level Flight Awards and Criteria.

15.3.1. Daily Honor Flight. Awarded daily. Flights are evaluated on the following areas:

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

15.3.1.1. The staff may elect to award privileges to the daily honor flight. A streamer is presented to the honor flight to display with their guidon.

15.3.2. Encampment Awards. Presented at the Graduation Parade.

15.3.2.1. Encampment Honor Flight. Flights are evaluated throughout the week on the following:

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

15.3.2.1.1. A streamer is presented to the Encampment Honor Flight to display with their guidon.
15.3.2.2. **Group Volleyball Competition.** A streamer is presented to the flight that wins the volleyball competition to display with their guidon.

15.3.2.3. **Group Drill Competition.** A streamer is presented to the flight that wins the drill competition to display with their guidon.

15.3.2.4. **Group Barracks Excellence.** A streamer is presented to the flight that performs best in the Group Inspection to display with their guidon.

15.3.2.5. **Group Academic Excellence.** A streamer is presented to the flight that scores highest on the Exit Exam to display with their guidon.

15.3.2.6. **Group Safety Excellence.** A streamer is presented to the flight that demonstrates the most retained knowledge in safety topics presented throughout the week to display with their guidon.

15.4. **Individual Awards and Criteria.**

15.4.1. **Encampment Commander’s Award for Outstanding Achievement.** Selection of the Outstanding Student (Honor Cadet) is done carefully and without prejudice. The basic criteria for selection are:

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

15.4.1.1. The Outstanding Cadet should be the best cadet that the encampment has produced. The flight cadre 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 should have been a positive and challenging experience for the individual selected.

15.4.1.2. After consultation with the Training Officers the Flight Commander selects one cadet to be interviewed by the Squadron Commander’s Review Board.

15.4.1.3. The Squadron Commander, First Sergeant, and STO interview cadets recommended 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.

15.4.1.4. The Group Commander’s board consists of the CTG Commander, CTG Deputy Commander for Operations, Encampment Commander, Commandant, and Group Superintendent. They interview the Squadron level selectees and select the Encampment Honor Cadet.
15.4.2. **Wing Commander’s Award for Academic Excellence.** Awarded to the cadet with the highest final exam scores. In the event more than one student shares the high score, extra credit or an essay question is used to determine the winner.

15.4.3. **Lt Col Terry Edinboro Award for Leadership.** Awarded to a cadet (student or cadre) that demonstrated outstanding leadership skills during the encampment. The Commandant of Cadets selects this individual.

15.4.4. **Kenneth W. Sturgill III (K3) Award for Training Staff Excellence.** Awarded to the training cadre member that performs their job in an outstanding fashion. The CTG Commander selects this individual with input from the CTG/CDO and Enc/CDC.

15.4.5. **CTG Commander’s Award for Support Staff Excellence.** Awarded to the support cadre member that performs their job in an outstanding fashion. The CTG Commander selects this individual with input from the CTG/CDS, Enc/CDS and Enc/CDC.

15.4.6. **Chaplain Loren Brown Award for Outstanding Leadership.** Awarded to the Training 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 includes the Encampment Commander, Commandant of Cadets, Chief Training Officer, Deputy Commander for Support, and the CTG Commander.

15.4.7. **Lt Col Jim Jenkins Award for Senior Staff Excellence.** Awarded to a Senior Member from the Support Staff who performs their job in an outstanding fashion. The Deputy Commander for Support selects this individual.

15.5. **Lt Col Tony Upton Encampment Scholarship.** California Wing Cadet Programs has developed the Tony Upton Memorial Fund for scholarships to assist cadets wishing to attend California Wing activities. The fund is made up of private donations, though the Director of Cadet Programs and Encampment Commander may authorize using encampment funds to augment the existing fund. All scholarships as a general rule are for 50% of the encampment fee.
CHAPTER 16 – DRILL AND CEREMONIES

16.1. 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 CAPP 60-33. It is not intended for universal application within California Wing. Each unit should review their individual situation and determine if modifications to CAPP 60-33 are required for local conditions based on paragraph 1.1.1., CAPP 60-33.

16.2. Clarification of drill movements.

16.2.1. Clarifies paragraph 2.3., CAPP 60-33. These rules for commands are general, and not applicable in all situations.

16.2.1.1. For instance, paragraph 2.3.1., CAPP 60-33 specifies leaders be at the position of attention when giving commands. This is generally true, but not in all circumstances. For example, during ceremonies, the Commander of Troops remains at present arms when commanding Staff, Order, ARMS. Note that this exception only applies to specific circumstances. While performing ‘traditional’ drill & ceremonies the drill commander is expected to be at the position of attention when giving commands.

16.2.1.2. Another example of these rules being general is in paragraph 2.3.4., CAPP 60-33 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.

16.2.2. Clarifies paragraph 3.6., CAPP 60-33. 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 3.6.7., CAPP 60-33). Subsequently, those in leadership positions (i.e. Flight Sergeants) turn their eyes and head toward the person saluted when receiving or rendering reports, or when assuming control of their units. Element Leaders, since they’re “in ranks”, do not turn their heads when reporting.

16.2.3. Clarifies paragraph 5.11., CAPP 60-33. Squadron dismissal is not clearly described. The following procedures apply. The Squadron Commander can dismiss the squadron or direct the First Sergeant to dismiss the squadron.

16.2.3.1. Clarifies paragraph 5.11, CAPP 60-33. 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.

16.2.3.2. Clarifies paragraph 5.11, CAPP 60-33. 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.

16.2.4. Clarifies paragraph 6.1.1., 6.1.2., CAPP 60-33. 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 6.1.3., CAPP 60-33). Cadet Training Group squadrons are designated numerically, rather than alphabetically, based on historical precedence.

16.3. Daily Cadet Training Group Retreat.

16.3.1. For daily Cadet Training Group formations, units of the group assemble in the prescribed location at the specified time. The group forms in line, with squadrons in line, and flights in line at normal interval. Flight Sergeants position their flights in the area so that the group is at proper interval and in alignment. If the CSS does not participate then Alpha Flight is the base flight. At a specified time, the Group Superintendent commands ASSEMBLE YOUR SQUADRONS.

16.3.2. First Sergeants face about in unison and command, in succession from right to left, FALL IN. Flight Sergeants face about and in unison command REPORT. Remaining in position, element leaders in succession from front to rear of each flight salute 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.

16.3.3. 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.

16.3.4. When all First Sergeants have faced about, the Group Superintendent commands REPORT. First Sergeants, in succession from right to left, turn their heads and eyes toward the Group Superintendent and report ___Cadet Training Squadron all present or accounted for. The Group Superintendent turns his or her head and eyes toward the First Sergeant and returns each First Sergeant’s salute after the First Sergeant’s report.
16.3.5. Once all First Sergeants complete their reports, the Group Superintendent 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.

16.3.6. Once NCOs have assumed their posts in formation, the Group Superintendent faces about, salutes, and reports All present or accounted for, Sir (Ma’am). The Adjutant returns the salute. Without command, the Group Superintendent proceeds to his or her post. When the Group Superintendent drops his or her salute, Squadron Commanders, Guidon Bearers, and Flight Commanders, march to their posts in unison.

16.3.7. 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.

16.3.8. The Group Commander and staff march to their positions in front of and facing the Adjutant, with the Group Commander centered on the Adjutant (the Deputy should be one and a half paces behind the Group Commander, and two 12” steps to his/her left). Composition of the staff should be in accordance with CAPP 60-33. 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 an about face.

16.3.9. 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.

16.3.10. 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, (location of encampment), Orders for (Date): ... By Order Of (name of CTG Commander), (grade of CTG Commander), CAP, Commander. When complete, the Adjutant faces about, and returns to his or her post.

16.3.11. 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.

16.3.12. When the group is at parade rest, the Group Commander commands Change Post, MARCH. The Adjutant and Deputy march 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 6.2.4. CAPP 60-33. After changing post, the Group Commander commands Parade, REST, and assumes parade rest in unison with his or her staff.

16.3.13. The Group Commander commands SOUND RETREAT. The band, or a designated audiovisual person, plays retreat.

16.3.14. 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.

16.3.15. 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 Group 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.

16.3.16. The band, bugler, or designated audiovisual person plays the National Anthem. The Group Commander commands Staff, Order, ARMS when the last note of the music is played, and the flag is securely grasped (if applicable). 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.

16.3.17. If awards are to be presented (such as the daily honor flight) it is done at this time. The Group Commander commands HONOR FLIGHT COMMANDER AND GUIDE, FRONT AND CENTER (or “Awardee Flight Commanders...” if multiple awards are being presented). At this time any flight(s) announced by the adjutant while publishing the orders should send their Flight Commander and Guide by the most direct route to a position 3 paces in front of and centered on the Group Commander. The Flight Commander quietly command Present, ARMS at which time the guide and Flight Commander execute the movement. Once any streamer is affixed the Flight Commander quietly commands Order, ARMS once the Group Commander has returned the salute and is back in position. When complete the Group Commander quietly commands the detachment to Take Your POST. Flight Commander(s) and Guide(s) take the same route back to their position in front of or in the flight.

16.3.18. In extreme circumstances, the CTG Commander may call CTS Commanders front and center. This should only be done if the CTG Commander has to give them information they need prior to having Flight Commanders take charge of their flights. If information can be
passed to leaders after the formation, it should be done informally, not keeping the group standing in formation. A simpler way of handling this would be for the CTG or CTS Commander to announce **SQUADRON/FLIGHT COMMANDERS, SEE ME AFTER THE FORMATION.** If Squadron (or Flight) Commanders ARE called forward, First Sergeants/Flight Sergeants post in front of the squadron/flight. The CTG or CTS Commander should put the group **At Ease** before giving the command **SQUADRON/FLIGHT COMMANDERS, FRONT AND CENTER,** and call them back to attention before dismissing them.

16.3.19. 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.

**16.4. Cadet Training Group Parade Ceremony.**

16.4.1. The Cadet Training Group may conduct its graduation ceremony with the group in line with squadrons in line or with squadrons in mass (or extended mass). The CTG Commander and Commandant of Cadets select the formation based on size of the parade field and personal preference.

16.5. Parade Ceremony with Group and Squadrons in Line.

16.5.1. **Assembly.**

16.5.1.1. 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. The HQ Flight, if present, or Alpha Flight, serves as the base flight. The Group Superintendent and squadron First Sergeants comprise the color guard. The Cadet Training Group Commander acts as the commander of troops. The Encampment Commander acts as the Local Commander.

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

16.5.2. **March On.**

16.5.2.1. 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 give supplementary commands).

16.5.2.2. In succession, Squadron Commanders command **GUIDE ON LINE** at the first note of the march music. 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.

16.5.2.3. Once halted, the Squadron Commander commands **Dress Flights to the Right**. Flight Commanders command **Dress Right, DRESS**, and check alignment, with the base 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 flight is aligned, the Flight Commander commands **Ready, FRONT** and faces to the front.

16.5.2.4. Once all squadrons have halted on the final line, the Adjutant moves with dignity at adjutant’s cadence (140 steps per minute) 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, and then executes left face.

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

16.5.2.6. Guidon Bearers face to the right while the squadron is dressed. They face to the front on the final Flight Commander’s command of **Ready, FRONT**.

16.5.2.7. 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.

16.5.2.8. 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.

16.5.2.9. 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, and then repeats the three chords of sound off.

16.5.2.10. The Group Commander and staff stand at attention during the sound off ceremony.

16.5.2.11. If a band is present, the band conducts sound off and troop the line. Follow procedures outlined in paragraph 6.7.2.9.1., CAPP 60-33.

16.5.2.12. 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.

**16.5.3. Formation of Parade.**

16.5.3.1. 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.
16.5.3.2. 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.

16.5.3.3. 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.

16.5.3.4. 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.**

16.5.4. **Officers Center.**

16.5.4.1. The Adjutant faces about and commands, **ATTENTION TO ORDERS:** The Cadet Training Group, California Wing, Civil Air Patrol, United States Air Force Auxiliary, (location of encampment) ... by order of (name of CTG Commander), (grade of CTG Commander), CAP, Commander. Then the Adjutant commands **Officers** (pause), **Center** (pause), **MARCH.** The Adjutant then returns to his or her position with the staff.

16.5.4.1.1. On the command **Officers,** Squadron Commanders take three steps forward and halt, Guidon Bearers stand fast, Flight Commanders take one step forward and halt, and Guides take three steps forward and halt.

16.5.4.1.2. On the command **Center,** Squadron Commanders, Guidon Bearers, Flight Commanders, and Guides face toward the center.

16.5.4.1.3. On the command **MARCH,** the band plays and the officers, Guidon Bearers, and Guides march toward the center, maintaining relative positions. On reaching the center, each individual halts and automatically faces the front at close interval. 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.

16.5.4.1.4. 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 Flights Sergeants move by the most direct route to occupy the command position in front of their unit in the
absence of the commander. If the First Sergeant is not present (i.e. in the Color Guard), the senior Flight Sergeant assumes the First Sergeant’s post in front of the squadron.

16.5.4.1.5. 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 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.

16.5.4.2. 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**.

16.5.4.2.1. On the command **POST**, officers, Guidon Bearers, Guides, First Sergeants, and Flight Sergeants face about.

16.5.4.2.2. 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.

16.5.4.2.3. 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**.

16.5.4.2.3.1. On the command **Post**, officers, Guidon Bearers, and Guides face outward toward their respective units.

16.5.4.2.3.2. 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, without turning around.

16.5.4.2.4. 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.

16.5.5. **Presentation of Command and Inspection.**

16.5.5.1. 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 AFI 34-1201 (Protocol), Table A2.1.

16.5.5.2. The Group Commander commands **GIVE YOUR SQUADRONS PRESENT ARMS**. Squadron Commanders face about in unison, and then command in succession from right to left, **Present, ARMS**. Squadron Commanders face about and present arms.
16.5.5.3. After all units are at present arms, the Group Commander commands **Change Post, MARCH.** The Adjutant and Deputy march 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 6.2.4., CAPP 60-33.

16.5.5.4. 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. All personnel present face the reviewing officer and salute while ruffles and flourishes and general’s march plays. Reviewing Officer salutes as well.

16.5.5.5. The Reviewing Officer directs **Prepare for Inspection.**

16.5.5.6. 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.** Sq. Cmdrs. face about.

16.5.5.7. 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.

16.5.5.8. The Group Commander faces about and reports, **Sir (Ma’am), the command is prepared for inspection.**

16.5.5.8.1. The Local Commander (Encampment Commander or Commandant of Cadets) escorts the reviewing officer to a position six paces in front of the Group Commander. The two exchange salutes; their staffs do not salute. When the inspection is made in motor vehicles, the vehicles drive up to the post of the reviewing officer and the reviewing party enters the vehicles. If available, open vehicles should be used. In each vehicle, one seat on the right side (the side away from the airmen during inspection) is left vacant. The vehicles move to the post of the Commander of Troops and stop. The Commander of Troops exchanges salutes with the reviewing officer, enters the reviewing officer’s vehicle, and occupies the vacant seat. The first vehicle transports the Reviewing Officer and Commander of Troops. A second vehicle transports the Wing Commander and Host (encampment) Commander. 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.

16.5.5.8.2. 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.

16.5.5.8.3. 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 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 is directly in front of them. At this point, the head and eyes of each cadet remain fixed to the front. The reviewing officer returns each Flight Commander’s salute. The Flight Commander quietly commands the Guide to Ready, FRONT.

16.5.5.8.4. 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.

16.5.5.8.5. 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 16.5.5.8.3. above. The unit colors are dipped.

16.5.5.8.6. 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 salutes the reviewing officer. After returning the salute, the reviewing officer and Encampment Commander return to their posts on the reviewing stand. The Group Commander pauses momentarily and returns to his or her post.

16.5.6. Presentation of Decorations and Honors to the Nation.

16.5.6.1. 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.

16.5.6.2. The Group Commander commands, Persons to receive awards and Colors, CENTER, MARCH.

16.5.6.2.1. On the command Persons to receive awards and Colors, awardees step forward so they are seven paces beyond the line of Squadron Commanders.
16.5.6.2.2. On the command CENTER, awardees face toward the center. The group staff individually faces outward.

16.5.6.2.3. On the command MARCH, awardees step off and march toward the center. The group staff steps off and marches up to ten paces out (determine how far during rehearsal, or go 10 paces), halt, and execute about face. The Group Commander marches forward and halts six paces from the front rank of the detachment. The Colors march forward eight paces.

16.5.6.2.4. 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. As the Colors pass, the Deputy Commander gives the command Present, Arms, then Order, Arms to the Adjutant, and both salute. The staff members then march back to their original positions under the command of the Deputy Group Commander, and face forward. 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.

16.5.6.3. 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.

16.5.6.4. The Group Commander faces about, and commands Staff, Present, ARMS. The senior flagbearer of the color guard commands (for the color guard and awardees) Detachment, Present, ARMS. The band begins to play the national anthem when the detachment presents arms.

16.5.6.5. On completion of the music, the senior flagbearer commands Detachment, Order, ARMS. The Group Commander commands Staff, Order, ARMS for him or herself and the staff (note that this command is given while at present arms – the Cdr does not drop his/her salute to give the command). 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.

16.5.6.6. 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, then joins the reviewing officer and Encampment Commander to congratulate the awardees.

16.5.6.7. The reviewing officer, Encampment Commander, and Group Commander make presentations of awards.

16.5.6.8. At the conclusion of award presentations, the Group Commander posts in front of the detachment and commands Detachment, POST, MARCH.
16.5.6.8.1. On the command **Detachment, POST**, the Colors execute right about and halt. The remaining personnel face about. The staff individually face outward.

16.5.6.8.2. On the command **MARCH**, the detachment and the staff step 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.

16.5.6.8.3. On the command **MARCH**, the staff marches 10 paces out, executes To the Rear, March, then reform, facing forward. The Colors and awardees pass between the Staff while they’re marching out and back. The Group Commander returns to his/her post with the staff, facing the group.

16.5.6.8.4. After the Colors have returned to their position facing forward, the Group Commander commands **GIVE YOUR SQUADRONS ATTENTION**. Squadron Commanders come to attention, face about, command **Squadron, ATTENTION**, and then face about.

16.5.6.8.5. The Group Commander faces about to face the reviewing officer and salutes.

**16.5.7. March in Review.**

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

16.5.7.2. The Group Commander commands **Change Post, MARCH**. After the staff has repositioned itself, the Group Commander commands **PASS IN REVIEW**.

16.5.7.3. 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 command **Forward, MARCH**.

16.5.7.4. Squadron Commanders command **Column Left, MARCH** so their leading flight executes the movement at the desired location. Flight Commanders continue to give supplementary commands. When the lead flight completes the column movement, the Squadron Commander commands **Forward, MARCH** (Flight Commanders give the supplementary commands **Forward** or **Continue the March**).

16.5.7.5. 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.

16.5.7.6. When six paces from the reviewing stand, the Group Commander and Squadron Commanders command **Eyes, RIGHT** for themselves, their staffs, and their Guidon Bearer, if applicable. They execute eyes right and present arms or present guidon. Six paces beyond the
reviewing stand, the Group Commander and Squadron Commanders command **Ready, FRONT**. On this command, Guidon Bearers execute carry guidon.

16.5.7.7. 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 executes present arms, and Guides execute present guidon. Cadets, except for those on the right flank, execute eyes right. The Flight Commander commands **Ready, FRONT**, when the last rank of the flight is six paces beyond the reviewing stand. On this command, cadets return their heads and eyes to the front, and the Guide execute carry guidon.

16.5.7.8. After executing ready front, the group staff 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.

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

16.5.7.10. The reviewing officer returns the salute of the Group Commander, and the salutes of subordinate commanders down to and including the Flight Commanders.

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

16.5.7.10.2. It is tradition among the Training Officer staff to salute the entire Cadet Training Group.

16.5.7.11. After passing in review, the squadrons proceed away from the parade field. They do not return to the parade field unless there’s no other path to their destination.

**16.6. Parade Ceremony with Group and Squadrons in Mass or Extended Mass.**

16.6.1. **Assembly.**

16.6.1.1 Squadrions form on the parade ground at the designated time, facing the reviewing stand. The group forms in line, with squadrons in mass or extended mass (extended mass is preferable, if space is adequate). All units form on the ready line. The Support Squadron, if present, or the senior Cadet Training Squadron if not, serves as the base squadron. The Group Superintendent and squadron First Sergeants comprise the color guard. The Cadet Training Group Commander acts as the commander of troops. The Encampment Commander acts as the local commander.

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

16.6.2. **March On.**
16.6.2.1. 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 do not give supplementary commands in mass formation).

16.6.2.2. In succession, Squadron Commanders command **GUIDE ON LINE** at the first note of the march music. The right Guide of each squadron double times to the final line, faces to the right, and aligns 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 chest of the right individual in the front rank touches the right shoulder of the Guide.

16.6.2.3. Once halted, the Squadron Commander commands At **Close Interval, Dress Right, DRESS**. Only the base Flight Commander of each squadron checks alignment. Once the squadron is aligned, the Squadron Commander commands **Ready, FRONT**, then **Cover**, and faces to the front.

16.6.2.4. Once all squadrons have halted on the final line, the Adjutant moves with dignity at adjutant’s cadence (140 steps per minute) 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.

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

16.6.2.6. Guidon Bearers face to the right while the squadron is dressed. They face to the front on the Squadron Commander’s command of **Ready, FRONT**. Squadron Commanders face forward.

16.6.2.7. The Group Commander and Staff march forward 51 paces from the Reviewing Stand to their position. Space between them and the Adjutant is 26 paces.

16.6.2.8. 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 execute a left face and take one pace forward.

16.6.2.9. 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.

16.6.2.10. 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.

16.6.2.11. The group command and staff stand at attention during the sound off ceremony.
16.6.2.12. If a band is present, the band conducts sound off and troop the line. Follow procedures outlined in paragraph 6.7.2.9.1., CAPP 60-33.

16.6.2.13. 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.

**16.6.3. Formation of Parade.**

16.6.3.1. 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.

16.6.3.2. 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.

16.6.3.3. 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.

16.6.3.4. 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 (or Support 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.**

**16.6.4. Officers Center.**

16.6.4.1. The Adjutant faces about and commands, **ATTENTION TO ORDERS: The Cadet Training Group, California Wing, Civil Air Patrol, United States Air Force Auxiliary, (location of encampment) ... by order of (name of CTG Commander), (grade of CTG Commander), CAP, Commander.** Then the Adjutant commands **Officers (pause), Center (pause), MARCH.** The Adjutant then returns to his or her position with the staff.

16.6.4.1.1. On the command **Officers,** Squadron Commanders take eight steps forward and halt, Guidon Bearers take five steps forward and halt, Flight Commanders take six steps forward and halt, and Guides take two steps forward and halt.
16.6.4.1.2. On the command Center, Squadron Commanders, Guidon Bearers, Flight Commanders, and Guides face toward the center.

16.6.4.1.3. On the command MARCH, the band plays and the officers, Guidon Bearers, and Guides march toward the center, maintaining relative positions. On reaching the center, each individual halts and automatically faces the front at close interval. First Sergeants move by the most direct route around the flank of their unit nearest the Colors and halt abreast of the front rank.

16.6.4.1.4. 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 flights sergeants move by the most direct route to occupy the command position in front of their unit in the absence of the commander. If the First Sergeant is not present (i.e. in the Color Guard), the senior Flight Sergeant assumes the First Sergeant’s post in front of the squadron.

16.6.4.1.5. 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 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.

16.6.4.2. 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.

16.6.4.2.1. On the command POST, officers, Guidon Bearers, Guides, First Sergeants, and Flight Sergeants face about.

16.6.4.2.2. 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.

16.6.4.2.3. 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.

16.6.4.2.3.1. On the command Post, officers, Guidon Bearers, and Guides face outward toward their respective units.

16.6.4.2.3.2. 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, without turning around.
16.6.4.2.4. 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.

16.6.5. Presentation of Command and Inspection.

16.6.5.1. 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 AFI 34-1201 (Protocol), Table A2.1.

16.6.5.2. 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.

16.6.5.3. After all units are at present arms, the Group Commander commands Change Post, MARCH. The Adjutant and Deputy march 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 in paragraph 6.2.4., CAPP 60-33.

16.6.5.4. 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. All personnel present face the reviewing officer and salute while ruffles and flourishes and general’s march plays. Reviewing Officer salutes as well.

16.6.5.5. The Reviewing Officer directs Prepare for Inspection.

16.6.5.6. 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.

16.6.5.7. 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.

16.6.5.8. The Group Commander faces about and reports, Sir (Ma’am), the command is prepared for inspection.

16.6.5.8.1. The Local Commander (Encampment Commander or Commandant of Cadets) escorts the reviewing officer to a position six paces in front of the Group Commander. The two exchange salutes; their staffs do not salute. When the inspection is made in motor vehicles, the vehicles drive up to the post of the reviewing officer and the reviewing party enters the
vehicles. If available, open vehicles should be used. In each vehicle, one seat on the right side (the side away from the airmen during inspection) is left vacant. The vehicles move to the post of the Commander of Troops and stop. The Commander of Troops exchanges salutes with the reviewing officer, enters the reviewing officer’s vehicle, and occupies the vacant seat. The first vehicle transports the Reviewing Officer and Commander of Troops. A second vehicle transports the Wing Commander and Host (encampment) Commander. 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.

16.6.5.8.2. 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 Squadron 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.

16.6.5.8.3. As the reviewing party approaches, each Squadron Commander faces about and commands Squadron, ATTENTION, and faces forward. He/she commands Eyes, RIGHT when the reviewing party is six paces from the flank of the squadron. All cadets execute eyes right, to include those on the right flank of the unit. As soon as the reviewing officer comes into their line of vision, they follow with their eyes, turning their heads, until the reviewing officer is directly in front of them. At this point, the head and eyes of each cadet remain fixed to the front. As the reviewing officer reaches a point six paces to the right of the Squadron Commander, the Squadron Commander and Flight Commanders execute a hand salute and hold it until it is returned by the reviewing officer. Guidon Bearers do not execute present guidon but execute eyes right.

16.6.5.8.4. As soon as the reviewing officer has cleared the unit, the Squadron Commander faces the squadron, 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.

16.6.5.8.5. 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 16.6.5.8.3. above. The unit colors are dipped.

16.6.5.8.6. 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 salutes the reviewing officer. After returning the salute, the reviewing
officer and Encampment Commander return to their posts on the reviewing stand. The Group Commander pauses momentarily and returns to his or her post.

16.6.6. Presentation of Decorations and Honors to the Nation.

16.6.6.1. After the reviewing party returns to the reviewing stand, the reviewing officer directs Have the persons to be decorated and colors brought forward. 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.

16.6.6.2. The Group Commander commands, Persons to receive awards and Colors, CENTER, MARCH.

16.6.6.2.1. On the command Persons to receive awards and Colors, awardees step forward so they are seven paces beyond the line of Squadron Commanders.

16.6.6.2.2. On the command CENTER, awardees face toward the center. The group staff face away from each other.

16.6.6.2.3. On the command MARCH, awardees step off and march toward the center. The group staff steps off and marches up to ten paces out (determine how far during rehearsal, or go 10 paces), halt, and execute about face. The Group Commander marches forward and halts six paces from the front rank of the detachment. The Colors march forward eight paces.

16.6.6.2.4. 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. As the Colors pass, the Deputy Commander gives the command Present, Arms, then Order, Arms to the Adjutant, and both salute. The staff members then march back to their original positions under the command of the Deputy Group Commander, and face forward. 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.

16.6.6.3. 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.

16.6.6.4. The Group Commander faces about, and commands Staff, Present, ARMS. The senior flagbearer of the color guard commands (for the color guard and awardees) Detachment, Present, ARMS. The band begins to play the national anthem when the detachment presents arms.

16.6.6.5. On completion of the music, the senior flag bearer commands Detachment, Order, ARMS. The Group Commander commands Staff, Order, ARMS for him or herself and the staff.
(note that this command is given while at present arms – the Cdr does not drop his/her salute to give the command). 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.

**16.6.6.6.** 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**, then joins the reviewing officer and Encampment Commander to congratulate the awardees.

**16.6.6.7.** The reviewing officer, Encampment Commander, and Group Commander present awards.

**16.6.6.8.** At the conclusion of award presentations, the Group Commander posts in front of the detachment and commands **Detachment, POST, MARCH**.

**16.6.6.8.1.** On the command **Detachment, POST**, the Colors execute right about and halt. The remaining personnel face about. The staff individually face outward.

**16.6.6.8.2.** On the command **MARCH**, the detachment and the staff step 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.

**16.6.6.8.3.** On the command **MARCH**, the staff marches 10 paces out, executes To the Rear, March, then reform, facing forward. The Colors and awardees pass between the Staff while they’re marching out and back. The Group Commander returns to his/her post with the staff, facing the group.

**16.6.6.8.4.** After the Colors have returned to their position facing forward, the Group Commander commands **GIVE YOUR SQUADRONS ATTENTION**. Squadron Commanders come to attention, face about, command **Squadron, ATTENTION**, and then face about.

**16.6.6.8.5.** The Group Commander faces about to face the reviewing officer and salutes.

**16.6.7. March in Review.**

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

**16.6.7.2.** The Group Commander commands **Change Post, MARCH**. After the staff has repositioned itself, the Group Commander commands **PASS IN REVIEW**.

**16.6.7.3.** Squadron Commanders face about, and command **Column of Flights, Right Flight, Column Right, MARCH**. Flight Commanders give the supplementary commands **Column Right**
or Stand Fast. The Squadron Commander and Guidon Bearer step off and march directly to their posts in front of the leading flight. After repositioning, and once the entire squadron has executed the column movement, Squadron Commanders command Forward, MARCH over their right shoulder.

16.6.7.4. Squadron Commanders command Column Left, MARCH so their leading flight executes the movement at the desired location. Flight Commanders continue to give supplementary commands. When the lead flight completes the column movement, the Squadron Commander commands Forward, MARCH.

16.6.7.5. 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.

16.6.7.6. When six paces from the reviewing stand, the Group Commander and Squadron Commanders command Eyes, RIGHT for themselves, their staffs, and their Guidon Bearer, if applicable. They execute eyes right and present arms or present guidon. Six paces beyond the reviewing stand, the Group Commander and Squadron Commanders commands Ready, FRONT. On this command, Guidon Bearers execute carry guidon.

16.6.7.7. 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 executes present arms, and Guides execute present guidon. Cadets, except for those on the right flank, execute eyes right. The Flight Commander commands Ready, FRONT, when the last rank of the flight is six paces beyond the reviewing stand. On this command, cadets return their heads and eyes to the front, and the Guide executes carry guidon.

16.6.7.8. After executing ready front, the group staff 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 Gp Cdr faces the reviewing officer and exchanges salutes, signifying the conclusion of the ceremony.

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

16.6.7.10. The reviewing officer returns the salute of the Group Commander, and the salutes of subordinate commanders down to and including the Flight Commanders.

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

16.6.7.10.2. It is tradition among the Training Officer staff to salute the entire Cadet Training Group.

16.6.7.11. After passing in review, the squadrons proceed away from the parade field. They do not return to the parade field unless there’s no other path to their destination.
Figure 16.1. Group Formation in Line
Distance between Flights

Bravo Flight

3 Paces measured shoulder to shoulder

Alpha Flight

Distances within the Flight

Distance = 40"

Interval = One Arm’s Length

Guide

Guidon Bearer

Element Leader

First Sergeant

Flight Sergeant

Flight Commander

Squadron Commander

Figure 16.2. Squadron Formation in Line
Figure 16.3. Group Formation for Parade with Squadrons & Flights in Line
Figure 16.4. Group Formation for Parade with Group in Line & Squadrons in Ext. Mass

Squadron in Extended Mass

Distance between Squadrons

Reviewing Stand

LINE OF MARCH

Final Line

Distance between the Color Guard and the Squadrons on their left and right is 6 Paces

Guide
Element Leader
First Sergeant
Flight Commander
Adjutant/XO
Staff Officer/Deputy Gp Cdr
Guidon Bearer
Flight Sergeant
Group Superintendent
Squadron Commander
Group Cdr
Colors
Figure 16.5. Marching in Review with Squadrons in Line
Figure 16.6. Marching in Review with Squadrons in Ext. Mass transitioning to Column

Note: Once the squadron has transitioned to a column formation, the Squadron Commander may give Extend, MARCH if the intent is to pass in review at normal interval, or they may stay at close interval. Gp Cdr decision.
CHAPTER 17 – HEALTH AND SAFETY

17.1. 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 him or herself without aid. Staff members therefore fill this gap.

17.2. General Recommendations.

17.2.1. Students should not be kept at the position of Attention when it’s not necessary, either in formation, in barracks, or elsewhere. Training Officers should mentor their cadre on this, building cadre awareness to avoid the problem.

17.2.2. Cadre should observe and attend to students 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.

17.2.3. Students should have time to care for their personal needs. Flight training staff members should provide time to use the latrine. Do not force a student to ask to use the latrine.

17.2.4. Living together in close proximity requires good personal hygiene. Flight cadre should encourage good hygiene in a positive, tactful, and diplomatic manner.

17.2.5. Students should shower daily. The objective is hygiene not training. Showers are not to be timed or used as training tools. The flight staff should allocate enough time for the entire flight to shower. This time is structured so the students get clean and no horseplay takes place. TOs should be aware that communal showers may be a new experience for many cadets.

17.2.6. The training staff inspect the feet of each student after the evening shower. Flight staff should assist. First aid and preventive actions are made at this time. Report serious injuries to the encampment health services staff immediately.

17.2.7. Each staff member should review the encampment SOP for other safety rules.

17.3. Meals.

17.3.1. Cadre should brief students on the encampment SOP as it relates to meals prior to attending their first meal. Students may be excused from a meal only by a Chaplain, Training Officer, HSO, the Commandant of Cadets, or Encampment Commander.

17.3.2. Each student is to eat a balanced meal to include protein, grains, vegetables, and dairy products. Students should consume at least one glass of water as well. Do not interpret this paragraph to limit the quantity of food or fluid consumed.

17.4. Laundry. The flight staff is responsible for ensuring that laundry is done in a timely manner. The laundry schedule should be arranged prior to the students’ arrival. Remember
that personal time is not to be allocated for this purpose. Some students have limited supply of uniforms and clothing. It is the flight staff’s responsibility that the students have and wear clean clothes.

17.5. **Personal Time.** Personal time is the student’s time. Each night, 30 minutes is set aside for students 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. No horseplay is allowed however, to avoid accidents. At the same time, students should be allowed to relax.

17.6. **Building Evacuation Procedure.** Cadre should post building evacuation routes. For building evacuation during duty hours, students proceed quickly in appropriate uniform to the nearest exit and then to the pre-designated assembly point. For building evacuation during sleeping hours, students should put on athletic shoes and tie them, proceed quickly without running, to nearest exit and then to assembly point.

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

17.7. **Road Guard Procedures.** Road guards should be used when a flight crosses any road or intersection. A senior member should accompany any marching unit and clear the intersection prior to the flight entering. If there are no cars in a parking lot, the flight does not need to post a road guard at the exit. Reference the encampment Standing Operating Procedures for road guard procedures. During PT, Senior Members may be posted at intersections during the run so the flights don’t need to post road guards. The road guards are normally the 2nd cadet in the first and last elements.

17.8. **Medical Issues and Incidents.** 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.

17.8.1. Training Officers should be aware of all comments entered in the 160 series forms uploaded during registration for each member of their flight for medical conditions. This information is normally provided to TOs by the Health Services Officer.

17.8.2. During the Training Officer’s opening assessment interview each student should be asked about medications, injuries and medical conditions that might limit the student’s ability to fully participate at encampment.

17.8.3. Medical Matters. First and foremost, concern is for the SAFETY and WELL-BEING of each student/cadet cadre/senior member during pre-encampment and encampment -- from the moment each individual is in-processed until the last individual is out-processed. All efforts should be taken to prevent emergency medical incidents and any medical problems. PREVENTION and RISK MANAGEMENT are to be considered at all times. The encampment Medical Plan addresses steps to take in case of a medical emergency, a non-emergency medical incident, and medication issues.
17.8.4. MEDICAL EMERGENCY: In the event of a medical emergency, administer first aid and call 911. Note: 911 calls from cell phones are answered initially by CHP – be sure to identify the emergency as a “medical” emergency at the beginning of the call. Be prepared to give the nature and location of the emergency, e.g. “I have a “medical” emergency; an unconscious person at Camp San Luis Obispo (CSLO) in Bldg. 831.” The 911 responder then ask for additional information concerning the victim’s condition and location. If the individual who finds a victim is not a TO, call out for one! If there is a witness present, send the witness to get the student’s TO/any TO/Health Services Officer (HSO) immediately – whoever is closest. If the victim is not a student, call for the nearest TO or HSO to address the medical needs of the individual.

17.8.4.1. Immediately after calling 911, the TO should make the following notifications:

17.8.4.1.1. The encampment Health Services Officer or Asst. Health Services Officer to advise him/her regarding the nature and location of the emergency. One of the HSOs are available 24 hours per day; a HSO is on site to assess the student’s medical condition and to consult with incoming emergency staff.

17.8.4.1.2. The installation to advise base security that emergency vehicles are inbound. The Training Officer should immediately send a CAP staff member to inform gate security and to guide emergency personnel to the site of the emergency.

17.8.4.1.3. Encampment Commander

17.8.4.1.4. Commandant of Cadets

17.8.4.1.5. Encampment Safety Officer

17.8.4.2. After the initial medical response and notifications are made, the TO should assist the Safety Officer by providing information for the CAP Form 78 (Incident Report worksheet):

• basic incident facts (time, date, person injured or requiring emergency aid, nature of injury/illness/emergency, location where injury/emergency occurred, that person’s duty status, description of activity at which emergency occurred)
• names, rank, duty status and contact information of all witnesses to the emergency
• advise all witnesses to be prepared to provide a written statement of facts concerning the incident

NOTE: All of the foregoing information should be observed facts (who, what, when, where, how), e.g. “Student Jones twisted his ankle in a 9” gopher hole while participating in PT on the Parade Ground”, NOT “Student Jones wasn’t watching where he was going and stepped in a gopher hole.” Do not speculate about facts or the cause; that is determined by appropriate personnel, if an investigation is required. Add any other observations pertinent to the incident.
17.8.4.3. The HSO calls the student’s parent/guardian and informs them of the student’s medical condition and receives verbal permission for treatment of the student. The HSO documents this permission and the assigned TO takes the documentation with him/her to the Emergency Room (ER) along with the student’s F-31, F-160 and F-161 and medical card, if available.

17.8.4.4. The TO may have to stay with the student until the ER doctor determines a diagnosis, treats the student, and the student is discharged or admitted.

17.8.4.5. The TO should expect to have communication with the student’s parent/guardian during this process and also keep the encampment HSO informed of the progress of the case, the diagnosis, the treatment, and when/if the student is to be released.

17.8.5. NON-EMERGENCY MEDICAL INCIDENT: Prevention and Risk Management are very important in reducing medical incidents at encampment. The number one issue has been dehydration. Make sure the students are hydrated frequently! The number two issue is blisters. Make sure all students are wearing socks and are wearing above-the-boot socks while wearing combat boots. Students should wear socks with athletic shoes as well.

17.8.5.1. Policy: TOs are expected to handle minor medical concerns, such as blisters, slivers, minor abrasions, using basic first aid procedures and common sense.

17.8.5.2. The TOs conduct mandatory foot checks daily on each student after evening showers. TOs provide treatment and preventive aid at this time if needed.

17.8.5.3. All TOs are issued a first aid packet which contain most materials needed for basic first aid, i.e. treatment of blisters, and other minor medical issues.

17.8.5.4. In medical matters of greater concern, TOs should consult with the encampment Health Services Officers. If the students are in different locations a HSO are available in the “field” for medical assistance.

17.8.5.5. If the medical problem is determined to require more than first aid and the decision is to have the student seen by medical professionals at the Hospital ER or Urgent Care, the TO (or Assistant) is responsible for gathering the necessary paperwork prior to taking the student to the clinic/hospital.

17.8.5.6. The HSO calls the student’s parent/guardian to inform them regarding the Cadet’s medical status and receives verbal approval for medical treatment.

17.8.5.7. At a minimum, the TO acquires a copy of the involved student’s CAP Forms 31, 160, and 161, and ensures that the student has her/his insurance card in their immediate possession. The student should also have sufficient funds to pay for the required fees or “co-pay” required by their insurance carrier.
17.8.5.8. The TO then takes the student to the most suitable medical facility determined by health services staff, considering the urgency of the problem, time of day, etc. Available medical facilities are listed in the encampment medical plan.

17.8.5.9. The TO may have to remain at the medical facility until examination and treatment are completed and should also be prepared to consult with the student’s parents and encampment HSO throughout the process.

16.8.6. The Encampment Commander and parents (with input from the Commandant, HSO, and/or hospital physician) determine if the student remains at encampment, and is influenced by the diagnosis of, treatment of, and prognosis for the student per CAPR 160-1.

17.9. Medications.

17.9.1. Policy: Students retain possession of his/her personal medication and are responsible for taking his/her own medication as prescribed/needed. The HSOs give TOs information on each student who is taking medication and what it is. The TOs may assist by reminding the student(s) to take the medication. Ultimately, the student is responsible for his/her medication(s). If a student needs assistance with a medication, the TO and student should consult with the encampment HSOs for guidance.

17.9.2. According to CAP Regulation 160-1, each student and staff member under the age of 18 are required to complete CAP Form 163. The form is included with the encampment application packet online. The CAPF 163 requires a parent/guardian signature giving written permission for the Health Services Officers to administer specific Over-The-Counter (OTC) medications, if the need should arise while the student or any participant under the age of 18 is at encampment. Form 163 complies with CAPR 160-1, 5.d. Per paragraph 5.d.2, the HSOs maintain a log of all medication administered to each student and made available to the parent/guardian upon request.
CHAPTER 18 – CADET CADRE STANDING OPERATING PROCEDURES (SOP)

18.1. Introduction. How well a staff works together determines the success of an encampment. As such, it is important that all cadre 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 cadre member. This chapter outlines some expectations for cadre members at encampment.

18.2. Behavior.

18.2.1. Cadre should adhere to the CAP Core Values and the CAWG Cadet Honor Code, Cadet Protection Policy, and all CAP policies regarding fraternization. Noncompliance may result in expulsion from encampment and possible termination from CAP.

18.2.2. The use of alcohol, tobacco, or unauthorized controlled substances by the cadre is prohibited. Failure to comply with this requirement results in immediate dismissal from the encampment.

18.2.3. If a cadet receives an order or directive from another CAP member that is perceived illegal, unsafe, or creates potential liability for CAP, the cadre member receiving the order should bring that order or directive to attention of the superior of the member who gave the order.

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

18.2.5. All staff members have the extra responsibility to set an outstanding example for the students. Their quarters, uniforms, personal grooming, hygiene, customs and courtesies, and their attitude should meet encampment standards at all times.

18.3. Dining Hall.

18.3.1. 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, do so only between flights.

18.3.2. Students are not to be disturbed by staff members while eating their meals. The Group Superintendent and First Sergeants are responsible for supervising students in the dining hall and enforce dining hall procedures. Students should not recite memory work.

18.4. Quarters.

18.4.1. Staff should maintain their quarters in good order at all times so as to set the example for their subordinates. Informal inspections of cadre barracks occur on a daily basis.

18.4.2. Beds. When not in use, beds should be made at all times. When made, the first sheet, collar, blanket and dust cover (folded properly) should be visible and generally in the correct
placement. If not issued linens, the bedding in use should be neat on the bed and present a professional appearance. Pillows should be flush with the head of the mattress and centered.

18.4.3. Wall Lockers. Close all doors, and drawers to wall lockers, when not in use. Maintain the contents of the wall lockers in an orderly and clean fashion. Store only the flight cap, encampment cap and ruler on top of the wall locker.

18.4.4. Luggage. Close and center all bags under the bed flush with the wall. Do not locate any loose items outside of the luggage or wall locker. Close all pockets on luggage.

18.4.5. Electrical Outlets. When not in use unplug and store away any cords (especially on irons). Do not leave cell phones and other electronics charging when the barracks are unoccupied.

18.4.6. Ironing Boards. Store ironing boards when not in use by leaning them against the side of the all locker between the neighboring bed and wall locker.

18.4.7. Towels. Neatly place wet towels on the top rail at the foot of the rack. When dry, store towels in the wall locker.

18.4.8. Food. Do not have any open food containers in the barracks at any time. Store food out of sight. Cadet cadre members should make every attempt to limit the food items they bring and keep in the barracks. Dispose of any trash immediately. For health, safety and hygiene reasons, encampment staff may confiscate any food left out and throw it away.

18.4.9. Energy Drinks. In compliance with CAPR 60-1 and CAPP 60-70 members of the cadet cadre cannot bring to or consume energy drinks (including 5-hour energy drinks) at encampment.

18.4.10. Hydration Packs. Cadet cadre members are recommended to drink at least two hydration pack bladders of water per day, just like the students.

18.4.11. When occupying any room with a member of the opposite sex, keep the doors open at all times.

18.4.12. 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 logistics section as soon as possible.

18.4.13. All cadre should work together to ensure the cadre space in the barracks is maintained to the encampment standard.

18.5. Cadre Personal Time. At least one hour per day is scheduled for Staff Personal Time. Staff personal time may not be used for organized training, meetings or classes. Cadre members may sleep, read, iron uniforms or anything else they want to do in order to be ready for the next training day. Due to necessary meetings at night and the requirement for cadre to
get at least 8 hours of uninterrupted sleep per day, flight cadre may have to schedule personal time during the day, depending on each day’s training schedule. This has colloquially been called “assistant adjutant time,” and traditionally consisted of flight cadre seizing an opportunity for some down time. But in today’s environment, flight cadre should actively schedule this time during the day.

18.6. Sleeping. Requirements specify that cadre members sleep a minimum of eight (8) hours per night. The ideal, depending on facilities, is for a cadre member of the same gender to sleep in open bay barracks with the students, thereby providing supervision and discouraging any after-hours horseplay. The flight cadre should work together to ensure the cadre space in the barracks is maintained to encampment standard. The cadre member sleeping in the bay sleeps in the bed at night – it would be a violation of operating procedures to sleep on top of the bed, or use a sleeping bag, and would set an extremely poor example for the students.

18.7. Private Owned Vehicles (POVs). Cadre members are expected to park their vehicles in designated parking areas. Per CAPP 60-70, no cadets are authorized to operate personal vehicles during encampment without specific permission from the Commandant of Cadets and/or Encampment Commander.

18.8. Communication with Training Staff. Cadre members are expected to notify the appropriate senior member (preferably one of their assigned Training Officers) 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; or in the event of injury. When flights move from one location to another, a senior member should accompany them, preferably one of their assigned Training Officers.

18.9. Communication Devices. Cell phones, tablets, and other electronics for the cadre are allowed at encampment. Cadre members should keep entertainment devices in their barracks area and are only allowed to use them while on their personal time immediately before lights out. Cadet cadre members retain the use of their cell phones during the training day for the exclusive purpose of encampment-related communication. Cadre should reserve personal calls, text messages, etc. for their personal time. The Encampment Commander may adjust this policy to forbid use of personal phones/internet by all cadets at encampment.

18.9.1. Radios. Cadet cadre issued radios, are responsible for the maintenance and care of their radio. They are responsible for keeping the radio on their person for the duration of each training day. Use radios for professional communication only. Wear radios on the right side of the Hydration Pack in ABU/BDU with the microphone attached on the left side and the cord extending over the shoulder (not under the arm). In Blues, wear the radio attached to the belt on the back-right corner of the hips. Extend the cord around the front and attach the microphone on the front-right corner of the hips.

18.10. Social Media. Cadre who have internet access should not post anything regarding encampment to social media.
18.11. Uniforms. Cadre are expected to maintain the highest standard of uniform wear throughout the week. The measurement for boxing encampment issued caps is 2 inches at the front and sides of the cap above the bill.
CHAPTER 19 – THE TRAINING OFFICER

19.1. General. Training 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 Training Officer to have been a CAP cadet. Generally, a minimum of one qualified and trained Training Officer is assigned to monitor each flight at encampment. Assistant Training Officers may be assigned as available. CAWG typically fills the position of Chief Training Officer who reports directly to the Commandant of Cadets and is responsible for recruiting, hiring and training the rest of the Training Officer staff.

19.2. Assignments. It is important to remember that Training Officers are not part of the chain of command within the Cadet Training Group. Training Officers are appointed by the Chief Training Officer with input from the Commandant of Cadets and Encampment Commander. CAWG traditionally hires Senior Training Officers (STO) assigned at the Cadet Training Squadron level. Ideally the STOs are not assigned to flights but smaller staff sizes might necessitate this action.

19.3. Exclusive Responsibilities. The following functions are the exclusive responsibility of the Training Officer. They may not be delegated to cadet personnel:

19.3.1. Custody of barracks facilities.

19.3.2. Initial Student “Shakedown” interview & contraband inspection.

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

19.3.4. Supervision of student telephone calls home.

19.3.5. Daily blister checks, related health matters and HSO referral.

19.3.6. Personal counseling and Chaplain referral.

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

19.3.8. Cadre encountering matters that are considered to be exclusive responsibility of a Training Officer are to notify a Training Officer immediately.

19.4. Shared Responsibilities. The following responsibilities are shared by cadre members and Training Officers at the flight level:

19.4.1. Safety of all flight personnel.

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

19.4.3. Observation, training, and evaluation of students.
19.5. **Training Officer/Cadre Relationship.** Training Officers are considered mentors to cadre members. When dealing with flight cadre, Training Officers are expected to provide advice and counsel when necessary, while allowing the cadet chain of command to remain intact. Training Officers correct immediate problems of a safety nature at any time when the judgment of the Training Officer so dictates. Matters of technique, command presence, etc. are handled in private whenever possible.

19.6. **Participation in Encampment Training.** Training staff should be prepared to assist with the training of students and cadre members to the best of their ability. This includes reminding students of encampment standards as well as mentoring cadre.

19.6.1. In addition to their general duties, Training Officers may be given training assignments at the discretion of the Commandant of Cadets and Chief Training Officer. Examples include: academic classroom instructors, firing range support, graduation parade support etc. At the flight level, Training 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. Cadre members should consider Training Officers as a valuable resource for training feedback. Often, Training 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 Training Officer is to allow cadre members an opportunity to solve problems first, but to provide advice to cadre members who ask for it.

19.7. **Training Officer’s Tasks.** Following is a list of typical tasks for a Training Officer during encampment. This list is not exhaustive but is meant as a general guide as to what is expected of a Training Officer.

19.7.1. **Daily Meetings & Briefings.**

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

19.7.1.2. 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 cadre to clear their business before the training staff provides their input.

19.7.1.3. Training Staff Meetings. Flight level Training Officers should meet with their squadron Senior Training Officers daily in an informal venue to review flight staff performance. Senior Training Officers may meet with the Chief Training Officer on a daily basis to review cadre and training staff performance. Daily, the Chief Training Officer conducts the Training Officers’ Meeting. At a minimum, each flight should have one TO in attendance; ideally, all attend but not at the expense of an unsupervised flight.
19.7.1.4. Training Officer Briefing. Flight Training Officers need to brief their flights on the role of the Training Officer and give a general safety briefing, to include fire exit procedures. This should be done the day students arrive, in conjunction with cadre introductions.


19.7.2.1. Building Security. Any time the flight is not in the building, all inside lights should be off. The Encampment Commander assesses the security situation and determines whether windows need to be closed and bay or building doors locked.

19.7.2.2. Shake Down Inspection. Often done during in processing by senior members. Items collected: cell phones (turned off), money (over $10), credit cards, bus or plane tickets, car keys, weapons, candy, etc. Issue receipts for items collected. Store collected items in a secure place and return at the end of the week.

19.7.2.3. Walk-Through. Each day a walk-through inspection should be performed to note general cleanliness and condition of facilities, equipment and supplies.

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

19.7.2.5. Go-Home Cards. California Wing has produced standard “Go-Home Cards” (Attachment 9), for completion by all cadets before they can be released from an activity. It is the responsibility of flight Training Officers to ensure that all cadets under their care complete a Go-Home Card at the conclusion of encampment.

19.7.3. Health & Safety.

19.7.3.1. Medication. Cadets who regularly take medication should keep their medication and administer it themselves. The training staff should be aware of this self-medication and remind cadets to keep to their schedule. Only medication listed on CAPF 160 or 163 with parental signature may be taken.

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

19.7.3.3. Laundry. Wash laundry at least once during encampment. While this duty is the responsibility of the flight cadre, training officers should be prepared to supervise or assist.

19.7.4. Interviews.

19.7.4.1. Student Interview. During the first days of encampment training staff should interview each student (see Attachment 6). 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.
19.7.4.2. Honor Cadet. Encampment leadership may ask Training staff for input on honor cadet candidates. Performance criteria include: encampment skills, positive attitude, skills improvement, willingness to help others, etc.

19.7.4.3. No Credit. Any student who is not participating in the encampment satisfactorily receive an interview from the Commandant of Cadets by day 4. Recommendations should be reviewed with the Senior Training Officers.

19.7.4.4. Debriefing. Training Officers complete CAPF 60-95 for students and CAPF 60-96 for cadre and review them with the cadets at the end of encampment.

19.8. Uniforms. The senior staff sets an example for the cadre and students. Always maintain a neat and clean uniform worn in accordance with CAPM 39-1. Training Officers may wear any CAP uniform which is specified by the Encampment Commander (or Chief Training Officer) each day, typically the Air Force “utility” or “service” uniform or corporate equivalent. Ribbons are worn for the review ceremony only, if required by the Chief Training Officer.

19.9. Living Quarters. Keep senior staff quarters in proper order. Often it is necessary to conduct business in these quarters. As with uniforms, the senior staff sets an example for the cadre as well as the students.

19.10. 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 Training 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.

19.10.1. 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 lawsuit. 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.

19.10.2. 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.

19.10.3. In a world fraught with risks, how much risk is reasonable? How should we behave and with what “standard of care” should we comply with 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 they occupy. 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.

19.10.4. 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 should 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. Though our cadre consists of highly experienced cadets, they are still cadets immersed in their own training process. The training staff should be able to maintain perspective, identify hazing or even just incidents when cadet enthusiasm overrides good judgment, and quickly intercede when necessary.

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

19.11. Counseling. The Training Officer has an important job as a counselor both to the students and the cadre. The role of the Training Officer as counselor is that of an advisor or coach. All counseling should be done in accordance with appropriate Cadet Protection Policy (CAPR 60-2). Easy steps to take are to never be alone with a cadet behind a closed door and to always practice “two-deep” leadership.

19.11.1. Arriving at the encampment, the students 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 have more difficulty coping than others. Be alert to identify problems and provide counseling when appropriate. The responsibilities of the cadre place them in a similar situation. They too 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.
19.11.2. 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.

19.11.3. 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.

**19.12. TO Supply Kit Equipment List.** Conservative matching bags should be used to allow for all staff to identify the TO Supply Bag. These are provided to each flight TO Team by the HQs.

- Throat Lozenge
- Nail clippers
- Antacid/Pepto-Bismol
- Mole Skin
- Aspirin
- Band-Aids
- Lip Balm
- Tweezers
- Scissors
- Hydrogen peroxide
- Sun-screen
- Spare toiletries (travel size)
- Neosporin
- Foot Powder
- Sports Wrap
- Contraband Bags
- Property Receipts
- 5 Black Sharpies
- 1 Silver Sharpie
- Flight Roster Form
- 1 Large garbage bag w/zip tie
- Safety pins
- Laundry detergent
- Ziplock bags
- Female hygiene/hair products (if assigned to female flight)
ATTACHMENTS

ATTACHMENT 1: References & Glossary
ATTACHMENT 2: Student Contract
ATTACHMENT 3: Student Equipment Checklist
ATTACHMENT 4: Training Officer – Equipment List
ATTACHMENT 5: Training Officer – Day 0 Student Briefing
ATTACHMENT 6: Training Officer – Day 0 Student Interview Form
ATTACHMENT 7: Flight Commander – Day 0 Checklist
ATTACHMENT 8: Student Property Receipt
ATTACHMENT 9: Cadet Activity Release “Go Home Card”
ATTACHMENT 10: In-Ranks Inspection Scoresheet
ATTACHMENT 11: Drill Competition Scoresheet
ATTACHMENT 12: Party Planning Checklist
References:

CAPR 60-1 - Cadet Program Management  
CAPR 60-2 - Cadet Protection Program  
CAPR 62-1 - CAP Safety Responsibilities and Procedures  
CAPP 60-15 - Cadet Protection Policy Implementation Guide  
CAPP 60-33 - Drill & Ceremonies  
CAPP 60-50 - Active Cadet Fitness Guide  
CAPP 60-70 - Cadet Encampment Guide  
CAPP 151 - Respect on Display

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  

Abbreviations and Acronyms

<table>
<thead>
<tr>
<th>AE</th>
<th>Aerospace Education</th>
<th>Gp Supt</th>
<th>Group Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATS</td>
<td>Advanced Training Squadron</td>
<td>GTA</td>
<td>Group Training Activities</td>
</tr>
<tr>
<td>ATO</td>
<td>Assistant Training Officer</td>
<td>GTM</td>
<td>Group Training Meeting</td>
</tr>
<tr>
<td>ABU/BDU</td>
<td>Airman Battle/Battle Dress Uniform</td>
<td>HQ</td>
<td>Headquarters</td>
</tr>
<tr>
<td>C/1Sgt or C/CCF</td>
<td>Cadet First Sergeant</td>
<td>HSO</td>
<td>Health Services Officer</td>
</tr>
<tr>
<td>CAPM</td>
<td>Civil Air Patrol Manual</td>
<td>MSA</td>
<td>Military Support Authorization</td>
</tr>
<tr>
<td>CAPP</td>
<td>Civil Air Patrol Pamphlet</td>
<td>NCO</td>
<td>Noncommissioned Officer</td>
</tr>
<tr>
<td>CAPR</td>
<td>Civil Air Patrol Regulation</td>
<td>OI</td>
<td>Operational Instructions</td>
</tr>
<tr>
<td>CAWG</td>
<td>California Wing</td>
<td>PAO</td>
<td>Public Affairs Officer</td>
</tr>
<tr>
<td>Cdr or CC</td>
<td>Commander</td>
<td>POV</td>
<td>Privately Owned Vehicle</td>
</tr>
<tr>
<td>CDC</td>
<td>Commandant of Cadets</td>
<td>PPT</td>
<td>Personal Preparation Time</td>
</tr>
<tr>
<td>CSX</td>
<td>Cadre Selection Exercise</td>
<td>PT</td>
<td>Physical Training</td>
</tr>
<tr>
<td>CTG</td>
<td>Cadet Training Group</td>
<td>RST</td>
<td>Required Staff Training</td>
</tr>
<tr>
<td>CTS</td>
<td>Cadet Training Squadron</td>
<td>SOP</td>
<td>Standard Operating Procedure</td>
</tr>
<tr>
<td>CDS</td>
<td>Deputy Commander for Support</td>
<td>SQ</td>
<td>Squadron</td>
</tr>
<tr>
<td>ES</td>
<td>Emergency Services</td>
<td>STA</td>
<td>Squadron Training Activities</td>
</tr>
<tr>
<td>ESR</td>
<td>Encampment Staff Retreat</td>
<td>STM</td>
<td>Squadron Training Meeting</td>
</tr>
<tr>
<td>ETM</td>
<td>Encampment Training Manual</td>
<td>STO</td>
<td>Senior Training Officer</td>
</tr>
<tr>
<td>FLT</td>
<td>Flight</td>
<td>TO</td>
<td>Training Officer</td>
</tr>
<tr>
<td>FTA</td>
<td>Flight Training Activities</td>
<td>USAF</td>
<td>United States Air Force</td>
</tr>
<tr>
<td>GP</td>
<td>Group</td>
<td>WG</td>
<td>Wing</td>
</tr>
</tbody>
</table>

127
The Cadet Training Group  
California Wing – Civil Air Patrol  
Auxiliary of the United States Air Force

STUDENT ENCAMPMENT CONTRACT

• During encampment, I agree to participate actively in all training activities, consistently performing to the highest standards for Civil Air Patrol Cadets.

• During encampment, I agree to consistently practice Civil Air Patrol and United States Air Force established customs and courtesies to a very high degree.

• During encampment, I agree to wear the Civil Air Patrol uniform in accordance with CAP Manual 39-1 in a constant state of readiness for inspection.

• During encampment, I agree to maintain my quarters and personal gear in accordance with the Cadet Standing Operating Procedures. I agree to maintain my quarters and gear in a constant state of readiness for inspection.

• During encampment, I agree to accept and complete all academic assignments in a timely, correct and concise manner.

• By the conclusion of encampment, I agree to demonstrate satisfactory performance of basic drill movements.

• By the conclusion of encampment, I agree 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 ID Number: __________ Encampment Location: ________________________

APPROVED

CTG Commander’s Signature ___________________ Date: __________
## ENCAMPMENT EQUIPMENT CHECKLIST

Use this list to prepare for encampment. The uniform/equipment requirements are the MINIMUMS (unless otherwise stated). Please do not attend encampment without the quantities outlined below. Mark all of your items with your last name. Uniform and undershirts should be marked on the shirttail, underpants should be marked on the waistband, and uniform pants should be marked on the product label. YOU HAVE NO OPPORTUNITY TO PURCHASE UNIFORM ITEMS AT ENCAMPMENT. Ref: CAPM 39-1. Place a check mark in the box next to each item as you prepare for encampment.

### UNIFORM ITEMS - MANDATORY

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Each</td>
<td>Shirt, (BDU/ABU) nametape, CAP tape affixed</td>
<td>Deodorant</td>
</tr>
<tr>
<td>1 Each</td>
<td>Trousers, matching (BDU/ABU)</td>
<td>Toothbrush</td>
</tr>
<tr>
<td>6 Each</td>
<td>T-Shirt, Black or Tan (BDU/ABU), Crew Neck</td>
<td>Toothpaste/Mouthwash</td>
</tr>
<tr>
<td>1 Each</td>
<td>Utility Cover, Home Unit</td>
<td>Bath Soap (in container)</td>
</tr>
<tr>
<td>1 Each</td>
<td>Web Belt, Dark Blue, with black buckle/tip</td>
<td>Combs/Brush</td>
</tr>
<tr>
<td>6 Pair</td>
<td>Boot Socks, Black or White, Heavy (for high-top boots)</td>
<td>Shampoo</td>
</tr>
<tr>
<td>1 Pair</td>
<td>Boots, Black, Military Issue, High-Top Green/Black Fabric Sides OK/WELL BROKEN IN</td>
<td>Razor w/shaving cream or electric razor (if cadet shaves)</td>
</tr>
<tr>
<td>2 Each</td>
<td>Shirt/Overblouse, Light Blue, shade 1550</td>
<td>Shower Shoes (required) / Shower Cap (if desired)</td>
</tr>
<tr>
<td>1 Each</td>
<td>Trousers/Slacks, Dark Blue, shade 1549 or 1578</td>
<td>Wash Cloth, White</td>
</tr>
<tr>
<td>4 Each</td>
<td>T-Shirt, White, V-Neck</td>
<td>Bath Towel, White</td>
</tr>
<tr>
<td>1 Each</td>
<td>Flight Cap, Dark Blue, shade 1620, with insignia</td>
<td>Feminine Hygiene Products - Female</td>
</tr>
<tr>
<td>1 Each</td>
<td>Web Belt, Dark Blue, with silver buckle/tip</td>
<td>Sunscreen/SPF15 or higher</td>
</tr>
<tr>
<td>6 Pair</td>
<td>Dress Socks, Black, Plain - Male</td>
<td>Laundry Bag</td>
</tr>
<tr>
<td>1 Pair</td>
<td>Nylons, Neutral Shade or Trouser Socks, Black, Plain Female</td>
<td>Ruler, Flat, 18-inch</td>
</tr>
<tr>
<td>1 Pair</td>
<td>Shoes, Black, Leather, Low Quarters Male WELL BROKEN IN</td>
<td>Flashlight with 2 sets of batteries</td>
</tr>
<tr>
<td>1 Pair</td>
<td>Oxford, Black, Plain Toe Female WELL BROKEN IN</td>
<td>Shoe Shine Kit (polish, brush, rag)</td>
</tr>
<tr>
<td>1 Pair</td>
<td>Blousing Bands (for use with BDU Uniform)</td>
<td>Clothes Hangers - 5 each</td>
</tr>
<tr>
<td>1 Set</td>
<td>CAP uniform insignia (Nameplate, Ribbons, Grade Insignia, and cardboard backing)</td>
<td>Sewing Kit (thread, needle, buttons)</td>
</tr>
<tr>
<td>1 Pair</td>
<td>Gym Shorts, Blue</td>
<td>Notebook Paper/Ballpoint Pens (bring 3)</td>
</tr>
<tr>
<td>1 Pair</td>
<td>Gym Shoes or Tennis Shoes or Running Shoes</td>
<td>Cadet Programs Binder / Phase 1 Books</td>
</tr>
<tr>
<td>4 Pair</td>
<td>Gym Socks, White</td>
<td>Current CAP Membership Card</td>
</tr>
<tr>
<td>1 Each</td>
<td>Jacket, Civilian or Military, Warm, Dark Color</td>
<td>Hairpins/Hair bands (Required for long hair) - Female</td>
</tr>
</tbody>
</table>

### PERSONAL ITEMS - MANDATORY

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Each</td>
<td>Small Camera</td>
</tr>
<tr>
<td>1 Each</td>
<td>Iron</td>
</tr>
<tr>
<td>1 Each</td>
<td>Spray Starch / Fabric Finish</td>
</tr>
<tr>
<td>1 Each</td>
<td>Foot Powder</td>
</tr>
<tr>
<td>1 Each</td>
<td>Hair Dryer</td>
</tr>
<tr>
<td>6-8 Each</td>
<td>Hair Spray / Hair Gel (as necessary)</td>
</tr>
<tr>
<td>3 Each</td>
<td>Wrist Watch (no cell phones allowed)</td>
</tr>
<tr>
<td>1 Set</td>
<td>Slip (Optional) - Female</td>
</tr>
<tr>
<td>1 Set</td>
<td>Swim Suit (only at base w/pool - not CSLO)</td>
</tr>
<tr>
<td></td>
<td>Makeup (minimal) - Female</td>
</tr>
</tbody>
</table>

### PERSONAL CLOTHING

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Each</td>
<td>Bras - Female</td>
</tr>
<tr>
<td>1 Set</td>
<td>Civilian Clothes</td>
</tr>
</tbody>
</table>

Please double check to ensure that you have properly packed everything that you checked on this list.
Attachment 4
Training Officer - Equipment List

Items listed here and quantities are suggestions and not mandatory minimums.

Uniforms, clothing, personal

- 2 Class B Blue shirts/blouses
- 1 pair Blue Uniform Trousers
- 1 Flight Caps
- Ribbons/Badges/Wings
- Light-weight uniform jacket
- 2-3 sets ABU/BDU
- ABU/BDU Cap
- Appropriate Warm Jacket
- 5 Undershirts, crew-neck, black or tan
- 3 Undershirts, V-neck, white
- 6 sets underwear
- 5 pairs boot socks
- 6 pairs white socks
- 3 pairs black socks / nylons
- 1 pair blue athletic shorts
- 1 set civilian clothes
- Low-quarter oxfords
- Boots
- Running shoes
- Civilian shoes
- Encampment T-shirts
- Towel / washcloth
- Shave/shower kit/soap/shampoo
- Shower shoes
- Glasses/Sunglasses
- Gray, black, or navy sweats (shirt & pants)

Office supplies and miscellaneous equipment

- Alarm Clock
- Laundry Bag/Laundry Detergent
- Pens/Pads Paper
- Folder/Binder/Clipboard
- Scissors
- Flashlight/extra batteries
- Large marking pens
- Cell Phone
- Sleeping Bag/Pillow (optional)
- Shoe Polish/Rags/Brush
- Iron/Ironing Board/Spray Starch
- Camera/Film
- Ear Plugs
- Masking/Scotch Tape

Books and Manuals

- CAPR 60-1 - Cadet Program Management
- CAPR 60-2 - Cadet Protection Program
- CAPP 60-70 - Cadet Encampment Guide
- CAPP 60-33 - Drill & Ceremonies
- CAPP 151 - Respect on Display
- CAPP 60-50 - Active Cadet Fitness Guide
- CAPR 62-1 – CAP Safety Responsibilities and Procedures
Attachment 5
Training Officer - Day 0 Student Briefing

• First priority of all activities is always health and safety
• No running inside the building
• Touch each step and maintain one hand on handrail while using stairs
• No “double-time” in the stairwells
• Do not move furniture without supervision of a Training Officer
• Report all accidents to the Training Officer immediately
• Review emergency phone numbers
• Review location of fire alarms, extinguishers, and the reporting procedure
• Safety hazard identification and reporting procedure
• Review fire exit procedures
• Review Road Guard procedures.
• Building evacuation briefing and practice
• Hot weather procedures and cautions
• Cold weather procedures and cautions
• Blister check required each night by a Training Officer
• Health problem reporting procedure
• Review laundry procedure
• Review shower procedure
• Review requirements for restroom and refreshment breaks
• Review procedure for sick cadets or minor injuries. (All sick or injured cadets are sent to nearest Training Officer)
• Review “personal time” and the expected behavior during that time
# California Wing Cadet Encampment Shakedown Interview

<table>
<thead>
<tr>
<th>NAME (Last, First MI)</th>
<th>RANK</th>
<th>CAPSN</th>
<th>TIME IN CAP</th>
<th>HOME STATE</th>
<th>HOME UNIT #</th>
</tr>
</thead>
</table>

## Home Sickness Issues
- First time away from home? Y / N
- How long have you been away previously? How long have you been away previously?

## Laundry and Haircut Needs
- How many of the following items did you bring?
  - _____ Black/Tan T-shirts
  - _____ White T-shirts
  - _____ Underwear/Panties
  - _____ Bras
  - _____ Black Socks
  - _____ Underwear/Panties
  - _____ Underwear/Panties
- Did you forget any critical items, such as those below (or anything else not mentioned)? Y / N
- Boots, low-quarters, PT shoes, PT shorts, tie/tie tab, insignia, shower shoes, towels, razors, toothbrush, feminine hygiene items, etc.
- Do they need a haircut? Y / N

## Religious Needs
- Do you or does your family require you to attend religious services? Y / N
- If religious services can be accommodated, which would you prefer?
  - _____ Catholic
  - _____ Protestant
  - _____ Non-Denominational
  - _____ Other ____________________________

## Medications – On CAPF 163 & HSO Acknowledged

<table>
<thead>
<tr>
<th>Type:</th>
<th>Prescription Meds</th>
<th>Non-Prescription Meds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Self-Med</td>
<td>Frequency</td>
</tr>
<tr>
<td></td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Y / N</td>
<td></td>
</tr>
</tbody>
</table>

## Physical Training
- Do you have any physical limitations that would inhibit your participation in Physical Training? Y / N
- Have you disclosed those on your CAPF 160? Y / N
- Do you have a signed PT waiver? Y / N

## Transportation
- What mode of transportation are you using to go home from Encampment? POV COV ComAir CAPAir PvtAir Other ____________________________

## Any Prohibited Items
- Electronic notebooks/tablets, etc.
- MP3 Players/iPods/etc.
- Plane/Bus/Train tickets
- Medications (not prescribed to cadet)
- Laptops
- Cell Phone
- Magazines
- Credit Cards
- Guns/Knives/Other weapons
- Car Keys
- Cigarettes
- Lighters
- Money: Amount $____
- Cameras
- Food
- Illegal drugs

## Additional Comments
- Include any special medical or food needs, along with any known allergies.
Attachment 7
Flight Commander - Day 0 Checklist

First Meeting:

___ Greet each cadet in correct/clean uniform
___ Review each cadet for appearance
___ Make a list of each cadet
___ Start memorizing each cadet’s name
___ Assist the Training Officer in conducting a shakedown inspection (check for food, drugs and valuable items)
___ Give welcoming speech

Identify the following for each Cadet:

___ Quantity of underwear and socks
___ Quantity of service uniforms
___ Quantity of Utility uniforms
___ Missing uniform items
___ Boot and shoe condition (are they broken in?)
___ Do they require a haircut?
___ Collect and receipt contraband items by Training Officer
___ Collect and receipt all high value items (including cash over $10.00) by Training Officer
___ Have cadets laundry mark uniforms and underwear.
___ Store extra luggage in locked storage room (if available)
___ Send copy of flight roster to headquarters
___ Welcome cadets and introduce flight staff
___ Review fire exit procedures with cadets
___ Walk through fire exit procedure as a flight
___ Discuss health and safety as a flight
___ Instruct SOP dining hall procedures
___ Instruct rack and room procedure (SOP supplement)
___ Orient flight to bulletin board
___ Begin drill movements (basics of formation)
___ Instruct road guard procedures
___ Instruct PT formation (extended rectangular)
___ Begin looking for element leaders
___ Instruct in chain of command
___ Coordinate haircuts with TAC and HQ
___ Instruct shower procedure
___ Explain foot/blister check
___ Explain personal time and lights out
___ Explain PT uniform and wake-up procedure
___ Explain next day’s schedule
___ Conduct showers
___ Assist Training Officer with blister check
___ Go to sleep on time
<table>
<thead>
<tr>
<th>Date:</th>
<th>Flight:</th>
<th>Training Officer's Grade &amp; Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
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</table>

**List of Property held by Training Officer:**

<table>
<thead>
<tr>
<th>Cash Amount: $</th>
</tr>
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<td>Student’s Signature:</td>
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## Cadet Activity Release "Go-Home Card"

<table>
<thead>
<tr>
<th>Name:</th>
<th>Activity:</th>
<th>How are you getting home from this activity? (Circle One)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Parents: Friend: Driving Other:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CAP Vehicle: Airplane: Myself:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Released to (driver):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Print Name: Signature:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Released by (CAP Senior Member):</td>
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</tbody>
</table>
**ENCAMPMENT IN-RANKS INSPECTION SCORE SHEET**

**TEAM:**

**JUDGE:**

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**Section 1: Uniform Wear**

<table>
<thead>
<tr>
<th>Subsection</th>
<th>Description</th>
<th>Poor</th>
<th>Good</th>
<th>Best</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td>Cleanliness, creases, pockets smooth</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Accoutrements</td>
<td>Ribbons, nameplate, insignia</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Shoes</td>
<td>Shine</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Headgear/Belt</td>
<td>Placement, insignia, gig line</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Each area is worth 10 points

Circle the points out of 10 in each area

**Maximum Score:** 70 points

---

**Section 2: Personal Appearance & Military Bearing**

<table>
<thead>
<tr>
<th>Subsection</th>
<th>Description</th>
<th>Poor</th>
<th>Good</th>
<th>Best</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grooming</td>
<td>Hair, shave</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Memory Work</td>
<td>Accuracy, Attention to Detail</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Open Ranks</td>
<td>Sequence, alignment, togetherness, sharpness</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

---

**Drill Competition Final Results:**

- Inspection:  
  - (70 max)

- Standard Drill:  
  - (150 max)

**Total:**  
- Max. Score is 220
# Drill Competition Scoresheet

**ENCAMPMENT DRILL COMPETITION SCORE SHEET**

<table>
<thead>
<tr>
<th>TEAM:</th>
<th>JUDGE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Right, Face</td>
<td>25. Ready, Front</td>
</tr>
<tr>
<td>3. About, Face</td>
<td>26. About, Face</td>
</tr>
<tr>
<td>4. Left, Face</td>
<td>27. Dress Left, Dress</td>
</tr>
<tr>
<td>5. About, Face</td>
<td>28. Ready, Front</td>
</tr>
<tr>
<td>6. Parade, Rest</td>
<td>29. About, Face</td>
</tr>
<tr>
<td>7. Flight, Attention</td>
<td>30. Left Step, March</td>
</tr>
<tr>
<td></td>
<td>31. Flight, Halt</td>
</tr>
<tr>
<td></td>
<td>32. Right Step, March</td>
</tr>
<tr>
<td></td>
<td>33. Flight, Halt</td>
</tr>
<tr>
<td></td>
<td>34. Right, Face</td>
</tr>
<tr>
<td>8. Open Ranks, March</td>
<td>35. Forward, March</td>
</tr>
<tr>
<td>(FC checks alignment)</td>
<td>36. Count Cadence, Count</td>
</tr>
<tr>
<td>10. Close Ranks, March</td>
<td>38. Change Step, March</td>
</tr>
<tr>
<td></td>
<td>39. To the Rear, March</td>
</tr>
<tr>
<td>11. Right, Face</td>
<td>40. Left Flank, March</td>
</tr>
<tr>
<td>12. Close, March</td>
<td>41. Left Flank, March</td>
</tr>
<tr>
<td>13. Extend, March</td>
<td>42. Close, March</td>
</tr>
<tr>
<td>14. Left, Face</td>
<td>43. Forward, March</td>
</tr>
<tr>
<td>15. Eyes, Right</td>
<td>44. Column Right, March</td>
</tr>
<tr>
<td>16. Ready, Front</td>
<td>45. Forward, March</td>
</tr>
<tr>
<td>17. Present, Arms</td>
<td>46. Extend, March</td>
</tr>
<tr>
<td>18. Order, Arms</td>
<td>47. Forward, March</td>
</tr>
<tr>
<td>19. Count, Off</td>
<td>48. To the Rear, March</td>
</tr>
<tr>
<td>20. Right, Face</td>
<td>49. Count Cadence, Count</td>
</tr>
<tr>
<td>21. Count, Off</td>
<td>50. To the Rear, March</td>
</tr>
<tr>
<td>22. Cover</td>
<td>51. Column Right, March</td>
</tr>
<tr>
<td>23. Left, Face</td>
<td>52. Forward, March</td>
</tr>
<tr>
<td></td>
<td>53. Flight, Halt</td>
</tr>
<tr>
<td></td>
<td>54. Right Flank, March</td>
</tr>
<tr>
<td></td>
<td>55. Flight, Halt</td>
</tr>
<tr>
<td></td>
<td>56. Left Flank, March</td>
</tr>
<tr>
<td></td>
<td>57. Half Step, March</td>
</tr>
<tr>
<td></td>
<td>58. Forward, March</td>
</tr>
<tr>
<td></td>
<td>59. Eyes, Right</td>
</tr>
<tr>
<td></td>
<td>60. Ready, Front</td>
</tr>
<tr>
<td></td>
<td>61. Column Right, March</td>
</tr>
<tr>
<td></td>
<td>62. Forward, March</td>
</tr>
<tr>
<td></td>
<td>63. Column Half Right, March</td>
</tr>
<tr>
<td></td>
<td>64. Column Half Left, March</td>
</tr>
<tr>
<td></td>
<td>65. Flight, Halt</td>
</tr>
<tr>
<td></td>
<td>66. Counter, March</td>
</tr>
<tr>
<td></td>
<td>67. Forward, March</td>
</tr>
<tr>
<td></td>
<td>68. Counter, March</td>
</tr>
<tr>
<td></td>
<td>69. Forward, March</td>
</tr>
<tr>
<td></td>
<td>70. Column Right, March</td>
</tr>
<tr>
<td></td>
<td>71. Forward, March</td>
</tr>
<tr>
<td></td>
<td>72. Flight, Halt</td>
</tr>
<tr>
<td></td>
<td>73. Cover</td>
</tr>
<tr>
<td></td>
<td>74. Left, Face</td>
</tr>
<tr>
<td></td>
<td>75. Present, Arms</td>
</tr>
</tbody>
</table>

**Execution (10 Points Each)**

<table>
<thead>
<tr>
<th>Alignment</th>
<th>Cadence</th>
<th>Military Bearing</th>
</tr>
</thead>
</table>

**Penalties**

- Out of Bounds (-5 ea.)
- Out of Sequence (-2 ea.)

Each grouping of commands is scored with +, √ or ─, for 9, 6, & 3 points.

If desired, Judges can further break down scoring with ++, +, √+, √, or −+, −, ─.

These equate to the following numerical scores:

++(10), +(9), +−(8), √+(7), √(6), √−(5), −+(4), −(3), −−(2). Or may just use numerical scores.

Out of Bounds: Penalty of 5 points for each trip past the boundaries.

Out of Sequence: Penalty of 2 points per command missed or out of sequence.

<table>
<thead>
<tr>
<th>Execution (10 Points Each)</th>
<th>Penalties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alignment</td>
<td>Cadence</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL:**

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137  ATTACHMENT 11  CAWGP 60-70  18 May 2019
ATTACHMENT 12
Party Planning Checklist

The Cadet Training Group normally celebrates the successful conclusion of encampment by holding a party the last evening of encampment, where the students can enjoy each other’s company in an informal environment, share their encampment experiences with each other, hang out with friends, and have the opportunity to meet the Cadre and Senior Staff in a venue they’re comfortable in. The authority to hold the party lies with the Commandant of Cadets. The CTG Commander has primary responsibility for planning. This Checklist represents some lessons learned over the years in the details that make this party more successful.

<table>
<thead>
<tr>
<th>√</th>
<th>TASK</th>
<th>NO LATER THAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Establish the uniform prior to encampment. If you want party dresses, ensure they’re on the encampment Equipment List</td>
<td>45 Days Prior to encampment</td>
</tr>
<tr>
<td></td>
<td>Coordinate to get location for party</td>
<td>Prior to encampment</td>
</tr>
<tr>
<td></td>
<td>Appoint Party Coordinator</td>
<td>Prior to encampment</td>
</tr>
<tr>
<td></td>
<td>Party Coordinator Publishes Party Plan - ensure responsibilities are spelled out &amp; acknowledged</td>
<td>Pre-encampment</td>
</tr>
<tr>
<td></td>
<td>Plan includes location, time, who buys/names Food, Drinks, Utensils, Napkins, finger food (i.e. snacks, desserts); who’s responsible for set-up; clean-up; POC to ensure bathrooms are policed during the party and restocked as necessary; who provides music; What is on Menu &amp; who provides it; Any special presentations scheduled during party?</td>
<td>Pre-encampment</td>
</tr>
<tr>
<td></td>
<td>Coordinate for required plates, cups, utensils, napkins from Mess Officer</td>
<td>Pre-encampment</td>
</tr>
<tr>
<td></td>
<td>Obtain Beverages: 2 12-oz sodas, 2 bottles of water per participant, including Cadre and Senior Staff</td>
<td>4 Days Prior to Party</td>
</tr>
<tr>
<td></td>
<td>If serving pizza, coordinate pizza order: 3 slices per participant. Don’t forget special diet requirements (gluten-free, dairy-free, vegan, etc.). Decision for pizza or other food is in Party Plan.</td>
<td>4 Days Prior to Party</td>
</tr>
<tr>
<td></td>
<td>Plan for Clean-Up - Cleaners notified</td>
<td>2 Days Prior to Party</td>
</tr>
<tr>
<td></td>
<td>Ensure flights know to bring flashlights along w/road guard vests for marching in the dark</td>
<td>1 Day Prior to Party</td>
</tr>
<tr>
<td></td>
<td>Set up the party location (decorations, tables &amp; chairs, etc.). Plan for large group distribution of food. Several stations works better than one line for 300 cadets! Coordinate for access at Party - 30 min.</td>
<td>5 Hours Prior to Party</td>
</tr>
<tr>
<td></td>
<td>Set up the sound system prior to the party starting</td>
<td>2 Hours Prior to Party</td>
</tr>
<tr>
<td></td>
<td>Pick up Pizza upon delivery at Main Gate, bring to Party</td>
<td>15 Minutes Prior to Party</td>
</tr>
<tr>
<td></td>
<td>Mark the special diet pizzas and separate from the others. Set up separate distribution station for special diet cadets</td>
<td>At Party</td>
</tr>
<tr>
<td></td>
<td>Clean up</td>
<td>Day After Party</td>
</tr>
</tbody>
</table>